

THE PRODUCT IS YOU

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JOB SEARCH





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Job Search, The Product is You

Are you frustrated with looking for a job?
Is your résumé getting you those interviews?

Job Search looks at effective résumé writing, research skills and interview techniques to sell that all important package — The Product is **You!**

A video with the same title is available for use with this workbook. Viewing the video is not a requirement but it gives a variety of situations showing how others like you learn to market their skills.

For additional copies please contact:
Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: (403) 427-2767
Fax: (403) 422-9750

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Table of Contents

Job Search — Part 1

Preparing for Job Search	2
--------------------------------	---

Job Search — Part 2

Résumés — a Recipe for Success	28
--------------------------------------	----

Job Search — Part 3

Preparing for the Interview	66
-----------------------------------	----

Job Search — Part 1

PREPARING FOR JOB SEARCH

Introduction	3
Job Targetting	3
How to Use This Manual	4
What You Have to Offer	4
Skills Inventory	4
Results Achieved Through Skills Use	8
An Assessment for Skills Development	10
Affirmations	12
Skills Employers are Looking for	12
Accomplishments/Contributions	14
Volunteer and Community Accomplishments	14
What You're Looking for	17
Likes and Dislikes	17
Wants Versus Needs	18
Organization Culture Assessment	19
Expectations of a Supervisor/Manager	20
Wish list	21
Job Targets	22
What's Out There?	23
Trends	23
Part-Time, Casual, Temporary, Seasonal Employment	23
Self-Employment	23
Volunteering	24
Generating Job Leads	24
Labor Market Information	24
Networking	25
Cold Calls	25
More Resources	25
Workbook/Manual as Resource	25
Creativity	25
Rewards and Recognition	26
Suggested Reading List	26

Job Search — Part 1

Preparing for Job Search

INTRODUCTION

Never before has job search been more challenging. To succeed in getting a job in today's competitive and changing market, you need up-to-date, creative job search skills.

Job search involves:

- self-knowledge and self-acceptance
- knowledge of the job market and your specific job targets
- job search tools, such as résumés, covering letters, letters of inquiry, thank you letters
- interview presentation skills
- ability to deal with rejection
- ability to deal with a job offer (decision-making and negotiation skills)

Whether you're experiencing job search for the first time ever or for the first time in a few years, a successful outcome will take:

- determination
- energy
- confidence
- knowledge
- skills

Job search is selling. Effective salespersons know their product, including its strengths and weaknesses. This enables them to emphasize the strengths and anticipate buyer resistance to the weaknesses. The same principles apply in job search. The product is you.

Job Targetting

The key to effective job search is to know what you are looking for. Your job search strategy will be easier to determine once your job targets are set.

To effectively match your needs, interests, aptitudes and competencies (skills) to the world of work requires considerable self-analysis. If you invest the time and energy, you will be clearer about your needs and able to target employers more effectively. And you will be well rewarded by positive results.

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How to Use This Manual

This manual, used in conjunction with the Job Search video series, will help you to achieve your goal of getting a job offer.

The manual contains exercises to support you in conducting an effective job search. Use it as a resource throughout the process.

You may wish to view the entire video before starting with the written exercises. Don't feel you must do all the exercises in this manual or that you must work from cover to cover to benefit from it. You may feel you need to spend more time on specific areas of job search. Using the table of contents, choose the exercises that best relate to your job search needs and priorities. A certain amount of duplication is built into the text so that you will be sure to pick up key points anywhere in the manual you choose to work.

WHAT YOU HAVE TO OFFER

The most important element in job search is self-esteem. What you think about yourself affects how you feel about yourself and shapes your expectations. Your behavior follows. If you think you can't succeed ("no one will want me because I was laid off/I'm too old/I'm not educated enough"), you'll feel defeated by your negative thoughts and expect rejection. And you'll behave in a way that's likely to create that result.

Henry Ford once said: "Whether you believe you can or you can't, you will be right."

In the opening segment of the video, Minnie recognizes the self-esteem needs of the job seekers. She encourages them to do some esteem-building activities that recognize each other's talents and attributes, especially those that are transferable and marketable in the workplace.

This section contains exercises that will help you to increase your confidence and self-esteem and to better understand yourself and what you have to offer. The exercises will also help you to assemble information about yourself and your strengths that will be valuable when writing your résumé and selling yourself in a job interview.

Skills Inventory

Make a list of all the skills you know you have. (That's product knowledge.) These will fall into three groups: technical skills, transferable skills and self-management skills. The skills most job-seekers are aware of are their technical or work content skills.

1. **Technical skills:** Known also as job content skills, these are the skills you most likely learned in a formal training or academic program or through a combination of school, college and on-the-job training. This group of skills may be the least useful as you look for work outside your field. Frank's technical skills in petroleum engineering are not in demand in the workplace. These are his least marketable skills.
2. **Transferable skills:** Also called functional skills, these are the skills you have been developing throughout your life. They are transferable to almost any work situation.
3. **Self-management skills:** These are the skills that job-seekers seem to be least aware of. Yet employer selection decisions are most influenced by this set of skills.

Your self-management skills communicate your attitude and motivation. These are the skills you have immediate control over and the power to change!

Transferable skills

Go through the transferable skills on page 5 and check off all the ones you have.

Now, go through the list again and put a second check mark beside your strengths — the things you do very well.

Go through the list a third time and circle the strengths that you really enjoy using. These are your "motivated" skills. Generally you will be more productive when a job enables you to use these skills.

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Make a list of all your transferable skills under "Transferable Skills" in the Skills Inventory on page 7. Start with your motivated skills, followed by your other strengths.

Myth: Get a university degree and your success is guaranteed.

Reality: That was true 30 years ago, but it's not true today. Often, vocational and community college graduates are more employable than university grads as employers increasingly seek job-ready applicants with specific technical and work content skills.

TRANSFERABLE SKILLS

Working With People Skills

- ☐ assisting
- ☐ coaching
- ☐ consulting
- ☐ cooperating
- ☐ counselling
- ☐ enforcing
- ☐ helping
- ☐ instructing
- ☐ serving
- ☐ teaching
- ☐ training

Working With Information and Number Skills

- ☐ analyzing
- ☐ budgeting
- ☐ calculating
- ☐ checking
- ☐ evaluating
- ☐ inspecting
- ☐ memorizing
- ☐ ordering
- ☐ organizing
- ☐ researching
- ☐ reviewing
- ☐ scheduling
- ☐ selecting
- ☐ verifying

Communication Skills

- ☐ advising
- ☐ communicating
- ☐ interpreting
- ☐ negotiating
- ☐ persuading
- ☐ promoting
- ☐ presenting
- ☐ reading
- ☐ summarizing
- ☐ talking
- ☐ translating
- ☐ writing

Creative Skills

- ☐ arranging
- ☐ cooking
- ☐ creating
- ☐ demonstrating
- ☐ designing
- ☐ developing
- ☐ devising
- ☐ generating
- ☐ improvising
- ☐ inventing
- ☐ originating
- ☐ performing
- ☐ producing
- ☐ predicting

Leadership Skills

- ☐ administering
- ☐ coaching
- ☐ conducting
- ☐ controlling
- ☐ coordinating
- ☐ deciding
- ☐ directing
- ☐ facilitating
- ☐ influencing
- ☐ initiating (starting)
- ☐ inspiring
- ☐ leading
- ☐ managing
- ☐ motivating
- ☐ negotiating
- ☐ planning
- ☐ recognizing
- ☐ reinforcing
- ☐ rewarding
- ☐ supervising

Manual and Mechanical Skills

- ☐ adjusting
- ☐ constructing
- ☐ installing
- ☐ operating
- ☐ repairing
- ☐ servicing

JOB SEARCH

Self-management skills

Review this list and check all the self-management skills you have.

Review the list again and put a second check mark beside your strengths.

Using the Skills Inventory on page 7, list your self-management skill strengths in the appropriate column.

SELF-MANAGEMENT SKILLS

- | | | |
|--|--|---|
| <input type="checkbox"/> accepting | <input type="checkbox"/> entertaining | <input type="checkbox"/> precise |
| <input type="checkbox"/> achieving | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> productive |
| <input type="checkbox"/> active | <input type="checkbox"/> expressive | <input type="checkbox"/> professional |
| <input type="checkbox"/> adventurous | <input type="checkbox"/> fair-minded | <input type="checkbox"/> quick |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> friendly | <input type="checkbox"/> rational |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> gentle | <input type="checkbox"/> realistic |
| <input type="checkbox"/> articulate | <input type="checkbox"/> genuine | <input type="checkbox"/> reassuring |
| <input type="checkbox"/> assertive | <input type="checkbox"/> good-natured | <input type="checkbox"/> receptive |
| <input type="checkbox"/> attractive | <input type="checkbox"/> graceful | <input type="checkbox"/> responsive |
| <input type="checkbox"/> caring | <input type="checkbox"/> happy | <input type="checkbox"/> self-aware |
| <input type="checkbox"/> charismatic | <input type="checkbox"/> helpful | <input type="checkbox"/> self-confident |
| <input type="checkbox"/> charming | <input type="checkbox"/> humorous | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> imaginative | <input type="checkbox"/> serious |
| <input type="checkbox"/> committed | <input type="checkbox"/> independent | <input type="checkbox"/> service-oriented |
| <input type="checkbox"/> compassionate | <input type="checkbox"/> insightful | <input type="checkbox"/> sincere |
| <input type="checkbox"/> confident | <input type="checkbox"/> intelligent | <input type="checkbox"/> skillful |
| <input type="checkbox"/> congenial | <input type="checkbox"/> intuitive | <input type="checkbox"/> sociable |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> knowledgeable | <input type="checkbox"/> spontaneous |
| <input type="checkbox"/> considerate | <input type="checkbox"/> likeable | <input type="checkbox"/> steady |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> logical | <input type="checkbox"/> stimulating |
| <input type="checkbox"/> creative | <input type="checkbox"/> objective | <input type="checkbox"/> strong |
| <input type="checkbox"/> dedicated | <input type="checkbox"/> open-minded | <input type="checkbox"/> sympathetic |
| <input type="checkbox"/> dependable | <input type="checkbox"/> optimistic | <input type="checkbox"/> talented |
| <input type="checkbox"/> determined | <input type="checkbox"/> orderly | <input type="checkbox"/> thoughtful |
| <input type="checkbox"/> disciplined | <input type="checkbox"/> organized | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> distinctive | <input type="checkbox"/> original | <input type="checkbox"/> trusting |
| <input type="checkbox"/> dynamic | <input type="checkbox"/> outgoing | <input type="checkbox"/> truthful |
| <input type="checkbox"/> efficient | <input type="checkbox"/> patient | <input type="checkbox"/> unique |
| <input type="checkbox"/> empathetic | <input type="checkbox"/> perceptive | <input type="checkbox"/> unpretentious |
| <input type="checkbox"/> encouraging | <input type="checkbox"/> persistent | <input type="checkbox"/> vigorous |
| <input type="checkbox"/> energetic | <input type="checkbox"/> persuasive | <input type="checkbox"/> warm |
| <input type="checkbox"/> enterprising | <input type="checkbox"/> poised | |

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Technical Skills

Now, make another list of all of the other skills you've developed throughout life — not just in paid employment. These might include:

- operating a cash register when working part-time at a supermarket
- computer skills or word/data processing skills learned in school, on the job, or as part of a course. List specific hardware and software you can work with.

- office skills such as reception, filing, opening mail
- knowledge or skills gained while earning your degree at university

These are your technical or job-content skills. Write these on the Skills Inventory below.

SKILLS INVENTORY

Transferable/Functional	Personal/Self-Management	Technical/Work Content

Motivated Skills	5 Best Descriptors of Me	Skills Most Enjoy Using

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Frank's skills inventory will look something like this:

Transferable/Functional

project management
leadership —
 coordinating,
 coaching, training,
giving feedback
giving presentations
fundraising
influencing others
negotiation skills
designing policy
 and procedures
writing proposals

Personal/Self-Management

organized
motivated
enthusiastic
supportive
determined
resourceful
perceptive
creative
loyal
trustworthy
energetic
committed
positive

Technical/Work Content

Leslie, while equipped with substantial technical knowledge and skills as a new MBA graduate, feels defeated coping with experienced professionals in the health care field. When she does a skills inventory and analysis of her past accomplishments, she'll discover many demonstrated competencies that she can market successfully. She's selling knowledge, skills and abilities, not a university degree and no experience. There's a big difference! She has bought into the myth that unless the skills were used in paid employment, they have no value.

Azim has lots of experience and academic credentials as a teacher, but the problem he faces is getting his out-of-country qualifications recognized in Canada. He'll succeed in marketing himself based on his demonstrated competencies, and he can use his teaching, coaching, motivating and educating skills in ways he has not previously considered.

Key point: The average adult has somewhere between 400 and 700 skills. Yet, job-seekers struggle to identify five. Why is this so?

Results Achieved Through Skills Use

Now make a list of examples of how you've used your skill strengths. Where possible, indicate the result or the contribution you made. This will be useful to you in writing your résumé and in interview situations, where your ability to link your skills to results achieved enhances your credibility and sales effectiveness.

For example, Frank might write on his list:

"Used fundraising, organizing, and presentation skills to influence corporate donors to increase their donations to the ballet by 48 per cent over the previous year."

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succeeded
supported
transferred
trouble-shot
uncovered
unified
upgraded
utilized
widened
won

[illegible]

An Assessment for Skills Development

Rate your current competency in each skill listed below on a scale of 1 to 5 (5 being high skill level). Identify the skills you would like to develop for future jobs with an asterisk (*).

	Self Rating	Want to Develop
Speaking — Ability to express oneself effectively in individual and group situations		
Listening — Ability to listen actively for messages and feelings and to pick out important information in oral communications.		
Writing — Ability to express ideas in a clear, concise, grammatically correct and appealing manner.		
Reading — Ability to acquire facts and to understand the meaning in written communications.		
Analyzing situations — Ability to identify the key elements of a situation, concept or problem and the information required to resolve it.		
Analyzing information — Ability to interpret available information about a situation, concept or problem.		
Judgement — Ability to effectively evaluate situations and information and reach logical conclusions.		
Decisiveness — Readiness to make decisions.		
Planning and organizing — Ability to effectively plan and organize one's own work and to direct and assist others in planning and organizing their work.		
Delegating — Ability to delegate tasks clearly and effectively while encouraging input and efficiency from subordinates and promoting their development.		
Developing staff — Demonstrated ability to develop staff by coaching, training, role- modelling, mentoring and supporting.		
Negotiating — Ability to successfully reach agreement with others in a manner which supports the best interests of the company and reflects respect for and interest in the other party.		
Controlling — Ability to use administrative controls effectively for monitoring and assessment functions.		

	Self Rating	Want to Develop
Leadership — Ability to motivate a group or individual to effectively accomplish a task.		
Flexibility — Ability to modify one's own approach and behavior as needed.		
Interpersonal sensitivity — Awareness and consideration of the needs and feelings of others.		
Initiative — Ability to motivate oneself to take positive action.		
Creativity — Ability to generate imaginative solutions for problem situations.		
Enthusiasm — Ability to maintain a positive outlook and a positive approach to problem solving and to demonstrate interest and commitment.		
Energy — Ability to approach one's work activities with vigor, action and interest.		
Cooperativeness — Ability to work effectively with others and to respect differences.		
Reliability — Ability to attend work regularly, be punctual, follow through on commitments and meet deadlines.		
Self-development — Developing skills in order to be more effective; obtaining feedback for further development.		
Regard for others — Ability to respect the work and dignity of others regardless of nationality, religion, age, sex, marital status, or other areas of difference.		
Stress management — Ability to cope effectively with situations and work load, maintaining a balance in life through effective use of leisure/recreation time.		

JOB SEARCH

Setting goals to overcome gaps

Here are some ways you can develop or increase competency in any of the skills you marked "Want to Develop":

- Read a book.
- Listen to audio cassette tapes on the subject.
- Speak to experts.
- Ask your supports for ideas/suggestions.
- Take a course. Compare the many that are available for quality, credibility, cost and convenience. Consider a correspondence course.
- Join a support group.
- Rent a video from the library.
- Start practising regularly.
- Ask your family and friends to support you in your growth project.
- Write out the action plan that best suits your needs and learning style.
- Commit to starting today.
- Set a time limit for achieving your goal.

Add your ideas to this list.

Affirmations

Affirmations are an excellent way to improve self-esteem. These are positive, present-tense statements we say to ourselves about ourselves.

Pick from your list of self-management skills five or six strengths that you feel best describe you as a person. Write these strengths on a small card, a business card if you have one or an index card cut in half. Choose something you can carry easily in your wallet or purse.

Use these strengths as positive affirmations. Every time you repeat them you are affirming and therefore reinforcing something positive about yourself.

Say them out loud using the words "I am" before each one. For example:

I am enthusiastic.
I am supportive.
I am caring.

Listen to how you sound. Convincing? Shy? Awkward? Don't give up. You will feel more comfortable the more you practise. So practise your affirmations several times a day. This will increase your self-esteem and, in turn, your self-confidence. At the same time, you'll be reinforcing those strengths that make you appealing to an employer.

Notice how you behave when you are thinking positively. Observe how others respond to you. More positively? Right! They want to be around you. This exercise demonstrates the positive results you can create simply by changing your attitude about yourself. **Affirmations are a powerful tool, but for them to really work for you, you need to practise.**

List some other ways you can increase your self-esteem and emotional fitness:

Skills Employers are Looking for

The Conference Board of Canada's Corporation Council on Education released its *Employability Skills Profile* in June 1992. The profile lists the critical skills required of the Canadian work force as identified by key representatives of 25 major

Canadian corporations. Compare your skills to those highlighted in the profile below. Using a scale of 1 to 10 (10 being the highest level), rate your competency in each area.

Academic Skills

These skills provide the foundation you need to get, keep and progress on a job. Canadian employers need a person who can:

1. Communicate

- ___ Understand and speak the languages in which business is conducted; listen in order to understand and learn.
- ___ Read, comprehend and use written materials, including graphs, charts and displays.

2. Think

- ___ Think critically and act logically to evaluate situations, solve problems and make decisions.
- ___ Understand and solve problems involving mathematics and use the results.
- ___ Use technology, instruments, tools and information systems effectively.
- ___ Access and apply specialized knowledge from various fields (e.g. skilled trades, technology, physical sciences, arts and social sciences).

3. Learn

- ___ Continue to learn for life.

Personal Management Skills

This combination of skills, attitudes and behaviors is required to get, keep and progress on a job and to achieve the best results. Canadian employers need a person who can demonstrate:

1. Positive attitudes and behaviors

- ___ Self-esteem and confidence.
- ___ Honesty, integrity and personal ethics.

- ___ A positive attitude toward learning, growth and personal health.
- ___ Initiative, energy and persistence to get the job done.

2. Responsibility

- ___ Ability to set goals and priorities in work and in personal life.
- ___ Ability to plan and manage time, money and other resources to achieve goals.
- ___ Accountability for actions taken.

3. Adaptability

- ___ A positive attitude toward change.
- ___ Recognition of and respect for people's diversity and individual differences.
- ___ Ability to identify and suggest new ideas to get the job done creatively.

Teamwork Skills

These skills are needed to work with others on a job and to achieve the best results. Canadian employers need a person who can:

Work with others

- ___ Understand and contribute to the organization's goals.
- ___ Understand and work within the culture of the group.
- ___ Plan and make decisions with others and support the outcomes.
- ___ Respect the thoughts and opinions of others in the group.
- ___ Exercise give and take to achieve group results.
- ___ Seek a team approach as appropriate.
- ___ Lead when appropriate, mobilizing the group for high performance.

Note the areas where you scored yourself 0 to 4. Select two or three which you feel present the most threat to you in getting a job. Add these to the Assessment for Skills Development on pages 10 and 11.

JOB SEARCH

Accomplishments/Contributions

Now, make a list of your accomplishments — both work-related and non-work-related. Think about your entire life and jot down anything you've done that you felt proud of or good about at the time. Anything that comes to mind is worth recording. List a minimum of ten accomplishments.

Work-related accomplishments or contributions may be harder for you to remember because:

- they were part of your job and didn't really feel like accomplishments to you.
- you received little or no recognition for them.

Give each of these accomplishments a title and list them in the Accomplishment Analysis on page 15. Think about all the skills you used in order to achieve each one or to overcome the obstacles you faced and write them down.

Analyze these accomplishments. Did they involve similar subject matter? Similar skills? Similar needs? Were you alone? Or involved as part of a team? What was most satisfying or rewarding? What was the real pay-off for you? What patterns do you see?

What you are discovering are your success patterns. These patterns are strong indicators of your interests and values. There's always a link between what we do well, what we enjoy, and what we find rewarding. Most of us perform more effectively, are more committed and are more promotable when the work we choose allows us to use the strengths that come easiest and that we are motivated to use. Consider this when you are targeting jobs.

Is there potential for you to use your motivated skills in paid employment? If not, why not? If you feel that what you really like to do is not realistic as a job target, plan to create opportunities to use your motivated skills in a leisure/recreational activity or in volunteering.

It's worth it to develop this list of accomplishments because employers who are effective selection decision-makers know that the best predictor of future behavior is recent past behavior.

This analysis prepares you to provide evidence of your desirability as an employee. It will help you in developing your résumé, preparing covering letters and preparing yourself for job interviews.

It's not enough to just outline job duties and responsibilities. You need also to let employers know how you functioned and what results you achieved.

Review your chronological work background and ask yourself:

- In what way did I improve the job or work area?
- How have I contributed to productivity and morale as part of a work team/group?
- What recommendations have I made for change or elimination of some work function?
- What feedback did I receive on my effectiveness from customers I served? Include both internal and external customers.
- What feedback/recognition have I received from the organization? Include both formal feedback (i.e. performance evaluation) and informal feedback, such as recognition in meetings or notes of appreciation.
- What ideas did I contribute to improve the bottom line (increase revenue or decrease costs)?

Volunteer and Community Accomplishments

Do the same kind of accomplishment analysis of your non-paid activities. Make a list of them. Consider the obstacles you overcame and the skills you used as well as the personal gratification you received. Are there any patterns?

Can you see yourself using similar interests and skills in paid employment?

Accomplishment Analysis

Accomplishment #1

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #2

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #3

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #4

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

JOB SEARCH

Accomplishment #5

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #6

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #7

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

Accomplishment #8

Barriers overcome: _____

Skills used: _____

Needs or motivation for completing: _____

Satisfaction gained or pay-offs for you: _____

WHAT YOU'RE LOOKING FOR — JOB TARGETTING

You've taken a close look at what you have to offer. The next step is to determine what you're looking for. Doing this will help you to job target, or zero in on particular fields of work.

Likes and Dislikes

Based on your employment and life experiences to date, make a list of your likes and dislikes using the categories below. Be as specific as you can.

Topic	Likes	Dislikes
Equipment/tools/furniture		
Hours of work (shifts/overtime)		
Co-workers		
Supervisors		
Pay		
Vacation		
Benefits		
Nature of the work		
Challenge		
Variety		
Being part of a team		
Accomplishment		
Opportunity for advancement		
Responsibility		
Input in decision-making		
Recognition		
Status		
Opportunity to influence, coach and develop others		

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This exercise represents work-related needs or values. The first eight are external and apply to aspects of work that do not contribute to job satisfaction. For example, a job you dislike would not be more satisfying if your salary were tripled.

The remaining ten are elements of work that satisfy internal values. These are the values or needs that must be met for you to experience job satisfaction and fulfillment. Job satisfaction comes from the match between these needs and:

- job content or actual nature of the work
- the organization's culture
- work group norms
- supervisory/management style

Several assessment tools follow on page (?) to assist you in clarifying your needs. When you've analyzed what would be ideal for you in these four key areas, add your shopping list of specifics for your external needs.

What you're doing is creating the anatomy of an ideal work situation for yourself one limb at a time. The more detail you can put into your specifications, the more it will become apparent where you'll need to look.

Myth: Education is more desirable than experience.

Reality: Education plus experience is the desirable combination.

Wants Versus Needs

Needs represent those elements that you must have in your work or other life roles in order to feel fulfilled. They are essential for you. Wants are those elements that would be desirable.

Review the following list of needs. Use the additional spaces to add others if you wish. Check off the ten that are most important to you and number these in order of importance. The clearer you are about your needs the better you'll be able to target your next job.

- ___ economic security
- ___ stimulating environment
- ___ knowledge/learning
- ___ recognition of supervisors
- ___ recognition by the general public
- ___ recognition by friends
- ___ pleasant location
- ___ variety in the job
- ___ opportunities for growth
- ___ maximum use of abilities
- ___ independence
- ___ time for self or family
- ___ achievement
- ___ opportunity to contribute to society
- ___ supervising others
- ___ influence over policy
- ___ adventure
- ___ money
- ___ travel
- ___ creativity

List your top three needs below and put them on your "Wish List" on page 21.

1. _____
2. _____
3. _____

Organization Culture Assessment

Read each statement and check the column that is appropriate for you.

Key: VI = Very Important;
SI = Somewhat Important;
NI = Not Important

	VI	SI	NI		VI	SI	NI
1. Organization's mission clearly understood by all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Organization demonstrates that employees are its greatest asset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strong level of loyalty to organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Employee involvement in decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The organization does what it says it will do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Organization responds to employee input (follow-up).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Positive behaviors are consistently demonstrated by employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Physical facilities are attractive and conducive to productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organization reinforces balance between its needs and employees' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Management practices are consistent and predictable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Salaries compatible with level of responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organization develops good leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Salaries consistent with the marketplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. High retention of good people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Employment and compensation practices demonstrate equal opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Good internal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Quality of fringe benefits comparable to market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Developmental feedback is given at all levels in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Individual contributions recognized (pay for performance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Organization encourages innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Commitment to employee professional and personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Creativity and innovation are rewarded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Support of career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Organization encourages employee input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14. People are treated fairly and with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Now rank your "very importants" in order of priority and add them to your "Wish List" on page 21.			

JOB SEARCH

Expectations of a Supervisor/ Manager

Check the column that represents the degree of importance to you of each behavior listed below.

Key: VI = Very Important;
SI = Somewhat Important;
NI = Not Important.

I work most effectively under a supervisor who:

	VI	SI	NI		VI	SI	NI
• is fair with all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• criticizes the problem behavior, not me, when my performance is a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• is technically knowledgeable and competent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• has realistic expectations of my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• delegates work, stating clearly the objectives and time-line requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• keeps the work team informed regarding the organization's issues/expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• gives the necessary authority as well as responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• approaches goal-setting as a shared process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• allows me to have control and a fair degree of autonomy in doing my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• is committed to compensating team members fairly and equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• provides necessary training and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• holds regular performance reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• encourages creativity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• is a resource in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• is available when I need to refer a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• helps me learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• is decisive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• is a positive role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• gives credit for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• is an inspiring coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• gives developmental feedback on an ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• is honest and operates with integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• backs up her/his staff when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• is friendly and acknowledges members of the work team daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Now rank your "very importants" in order of priority and add them to the "Wish List" on page 21.

**Dislikes
(page 17)**

[illegible]

Now you're ready to identify your job targets based on your analysis of your needs, interests, likes, dislikes and transferable skills. In the video, Minnie emphasizes the importance of job targetting with Azim, Frank and Lesley.

Make a list of employers whom you want to target. These will be employers who are likely to employ people with your skills and whose businesses appeal to you.

Ask family, friends and previous work associates for their input on job targets for you. Keep a list of the suggestions. At this stage, you're exploring and generating a list of options. Later you can select the ones that are most appealing to you — the ones that you will target and develop your strategy for.

Identifying occupations which match your needs, interests and skills may not be easy. If you are having difficulty with this step you may want to contact your local Career Development Centre for counselling assistance in narrowing down your job targets.

[illegible]

Reality: You can, but you'll have a hard time accomplishing this with a chronological résumé.

WHAT'S OUT THERE?

Workplace 2000 — More Options?

Trends

The nature of work and the employer/employee relationship have been changing dramatically as a result of global competition, trade agreements, taxes, technology and sociological factors. The result: business closures, downsizing, acquisitions, mergers and increasing unemployment.

The traditional employment pattern was to seek a full-time, permanent position, ideally with an employer who was secure and stable. Government at all levels was seen to fit these criteria. We've learned now that government is not immune to global trends and must be accountable for responsible management. For several years governments have been downsizing.

All employers today — public and private sector, large and small — are seeking ways to get work done in the most cost-effective manner. As a result, there's a steady increase in part-time, casual, temporary, seasonal, job-sharing, contracting out and other non-traditional work arrangements.

This trend will continue. The enterprising job-seeker is the one most likely to benefit from these newer options.

Part-Time, Casual, Temporary, Seasonal Employment

Today's crowded applicant market has resulted in significant changes in employer practices:

- fewer public advertisements of vacancies
- recruitment on a casual or part-time basis only
- employers making permanent and full-time appointments from the casual or part-time pool, choosing the best applicant based on actual performance

The message to the job-seeker is to remain flexible and open to part-time, casual, temporary or project assignments. In every case, there is the possibility of the assignment leading to permanent, full-time employment. In the meantime, continue to:

- use and develop your skills.
- develop more contacts.
- check out more employers, which in turn may help you to expand your job targets.

Self-Employment

Consider whether your skills lend themselves to self-employment. If so, you might contract your services to a number of employers. There can be a lot of advantages to this: more autonomy, independence, control of your working hours, ability to charge expenses against your income, reduced income tax.

Analyze the negative side of self-employment also. Resources are available to assist you in determining if you're a good candidate for self-employment. Refer to the suggested reading list in "More Resources" on page 26.

Self-Employment Ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

JOB SEARCH

Volunteering

Volunteering may be the shortest and most direct way to paid employment. An added bonus is that many organizations offer some training for the jobs that you volunteer for. Most of the skills you learn in such training are the skills you need for a successful career.

To Relocate or Not to Relocate

Be aware that relocating may dramatically increase your chances of finding a job. There may be more opportunities in another geographic area or considerably less competition.

As a post-secondary graduate, Lesley will face much more competition in a large urban community. Employers in urban areas have their choice of experienced professionals. Smaller, rural organizations have more difficulty attracting seasoned professionals. This increases the possibilities for a new graduate who is prepared to relocate to get that much-needed experience.

GENERATING JOB LEADS

Labor Market Information

It is very important to be aware of the current job market both in your area and in other geographic locations. This will help you determine where you have the best chances of succeeding in your job search.

Resources for research include:

- newspapers
- TV news and documentaries
- Canada Employment offices
- Alberta Career Development Centres
- chambers of commerce
- business and professional organizations
- business magazines (Canadian and American, including entrepreneurial publications)
- Yellow Pages and other telephone directories
- libraries
- family, friends
- personnel agencies

The following are particularly useful sources of job information, leads and ideas:

1. **Classified and career ads.** These require daily scrutiny. Remember: the early bird gets the worm.
2. **News stories.** These can be mined for job ideas. For example: an unemployed auto-body mechanic got a great idea when a hailstorm hit and hundreds of cars were damaged. He approached a large, established firm and proposed an aggressive outreach to motorists promoting the firm's quality bodywork and fast turnaround. He increased sales for the company and created a job for himself.
3. **The Yellow Pages and other directories.** These are useful for developing job leads. For example, an unemployed teacher, social worker or other helping professional will want to consult the Yellow Pages for lists of all the helping agencies and not-for-profit organizations which employ people with his or her skills. Some geographic regions have specific directories. In Alberta, one directory of this kind is *Community Connections*, found in public libraries.
4. **Your public library.** This can be a great resource. It stocks industry and trade publications which give names of employers in specific industries.
5. **Canada Employment Centres.** These centres offer job leads in the form of posted job orders and should not be overlooked.
6. **Personnel agencies.** Gather information about the agencies in your area. Which occupational groups or industry clients do they specialize in? Add to your list the ones which are most relevant. It's very important to understand that personnel agencies don't find you a job. Rather, their purpose is to find suitable employees for their employer clients. Employers pay a fee to the agency which is usually a percentage of the annual salary of the position they're filling. The agency maintains an inventory of applicants from which they refer job-seekers when there appears to be a match.

Note: Don't discount the notion of creating your own job. Jot down ideas you get while reading, watching TV or listening to others, regardless of how wild they may seem.

Networking

The next step is to identify your network — all the people you know who may be helpful resources in your job search. Take a piece of paper and in the middle of the page write “Me.” Then in a circle quickly jot down the names of your friends and relatives. Everyone you know is a potential contact in generating job leads.

Traditionally, we’ve relied on what we see advertised in the career ads for job leads. But these ads represent only about 20 per cent of available jobs. As Minnie emphasizes in the video, you want to explore the other 80 per cent — the jobs which get filled through word-of-mouth and personal contacts. Each of your contacts has a whole network of contacts — employees and employers — whom you may not know.

Now you should have a fairly long list of possible contacts. Develop a plan to reach a number of these contacts each day. Initially, make your contacts by phone, starting with those that are least threatening and most likely to produce some positive results. Success breeds success, so you want to start with the easy ones.

What are you going to say?

1. First say “hello” and identify yourself.
2. If applicable, mention who or what you know in common.
3. State what you want.
4. Ask if they can think of any person, place or idea which would help you in your job search at this time.
5. Thank them for their time and help.

In this way you start to schedule appointments, which is bound to create positive results because you’re taking control and taking action.

Cold Calls

Once you have your list of job leads, the next step is to follow up on them, most likely starting with a cold call. A cold call is a phone call or visit in person to an organization to explore employment possibilities, to set up an appointment, or to follow up on a lead.

To give yourself confidence in making cold calls, write a script of what you’ll say. Think about what the potential employer needs to know about you.

Don’t memorize your script. Simply use it to organize your thoughts. Then practise saying clearly and confidently what you want. Tape record yourself and play it back to get an idea of how you sound to another person. Make the necessary changes to improve.

Be sure to take copies of your résumé on your cold calls. If you don’t have a résumé or you suspect that your résumé needs updating because you’re not getting any interviews, watch the second part of the video, which focuses on how to write résumés that produce results.

A good formula for job search is to spend as much time looking for work each day as you would working if you had a job. For most of us that would be seven to eight hours a day.

MORE RESOURCES

Workbook/Manual as Resource

As part of your job search keep all your documentation together. Use this workbook in a three-ring binder which you may choose to tab. For example, you could have a section called “Product” for skills inventories, accomplishments, and job-related needs and wants. Another section labelled “Employers” could include names, phone numbers, dates contacted, outcomes and follow-up for all potential employers you contact. Another section might be “Ideas for Job Leads.”

Whatever system you prefer, set it up so you will have a means for recording your actions and seeing your progress. You will impress your employer contacts with your organization skills. And, most important, you’ll have all the information you need at your finger tips to help you succeed in your job search.

Creativity

Developing ideas is crucial to successful job search. You need to be creative to get the edge and to stand out from the crowd.

JOB SEARCH

All of the lists you started in this manual are creative exercises. You might further stimulate your creativity by doing specific exercises. For example, think of an object — a brick, a pen, a phone. What are all of the things you could do with this object? The object is to expand your thinking — to generate an unlimited number of original ideas, no matter how ridiculous. Get into the habit of allowing yourself to be ridiculous. Some of the best solutions to problems have come out of “ridiculous” ideas.

Rewards and Recognition

Job search is hard work. It takes a lot of time and energy. Be sure to make time each day to reward yourself for your efforts and restore your energy.

The “Reward List” on the following page will help you identify activities you enjoy doing. Include things you have been attracted to but may not have made time for.

Some of the following may appeal to you:

- take a long, perfumed bubble bath in candle-light with music
- run/jog
- work out
- walk the dog
- go for a bike ride
- read a book, cover to cover
- watch a favorite movie
- do a crossword puzzle
- arrange with a special friend to share a massage
- listen to your favorite music
- walk in a park
- visit a museum
- attend a free concert
- draw
- lift weights
- build models
- skate
- read cartoon books or comics
- dance
- do some gardening

Select at least one reward for yourself each day from your reward list.

Make a list of the people in your life whom you enjoy being around — people who give you a lift and help you feel positive. Include them in your “rewarding” activities.

Pat yourself on the back and give yourself the energy boost you need to set yourself up for the next day of your job search.

Suggested Reading List

Changing Course Midstream, Alberta Advanced Education and Career Development.

Job Seekers Handbook, Alberta Advanced Education and Career Development.

Positive Works, Alberta Advanced Education and Career Development.

Make Your Job Interview a Success, J.I. Biegeleisen.

The New Quick Job Hunting Map, Richard Bolles.

What Color is Your Parachute? Richard Bolles, Ten Speed Press.

The Complete Job Search Handbook, Howard Fidler, Holt Rinehart & Winston.

Creative Visualization, Shakti Gawain, New World Library.

Guerrilla Tactics in the New Job Market, Tom Jackson, Bantam Books.

Paths to Power, Dr. Natasha Josefowitz, Addison-Wesley Publishing.

4 Minutes to the Job You Want, Geoffrey Lalonde.

Developing Positive Assertiveness, Sam R. Lloyd.

Out-Interviewing the Interviewer, Merman & Mcloughlin.

Unlimited Power, Anthony Robbins, Ballantine Books.

Knock 'Em Dead — With great answers to tough interview questions, Martin John Yate, Bob Adams, Inc.

Joy of Not Working, Ernie Zelinski, VIP Books.

[illegible]

Job Search — Part 2

RÉSUMÉS — A RECIPE FOR SUCCESS

The Résumé — Its Purpose in Job Search	29	Targetting Your Résumé	41
Types of Résumés	29	Special Circumstances	42
Chronological	29	Limited Education	42
Combination	30	No Completed Post-Secondary Education	43
Functional	30	Unrelated Education or Experience	43
Choosing the Most Effective		Unrelated Recent Experience	43
Résumé Type for You	30	Out of Work Force for Extended Period	43
Résumé Content		Most Relevant Experience is Not Current	44
and Format (Dos and Don'ts)	31	Terminated From Your Last Job	44
Résumé Resources	31	Extended Sick Leave	44
Personal Biography	31	Personal Data	44
Job Search — Résumé Headings	35	Possible Gender Discrimination	44
Action Verbs — Résumé Writing Resource	37	Possible Age Discrimination	44
Specific Sales Challenges	38	Visible Minority	45
Training	38	Overqualified	45
Leisure or Recreational Interests	38	Chronological Résumé — Example	46
Community Involvements and		Targetted Combination Résumé — Examples	48
Volunteer Activities	38	Application Form	58
References	38	Cover Letter	58
Other	39	Tips	58
Additional languages	39	Cover Letter Example	60
Additional skills	39	Broadcast Letter Or Letter of Inquiry	62
Availability	39	Strategies for Using The Résumé	63
Alternative Headings	39	Thank You Notes	64
Choosing a Format	40	Making It Work for You	64
Selling Yourself	41	Organizing Your Search	65

Job Search — Part 2

Résumés — a Recipe for Success

THE RÉSUMÉ — ITS PURPOSE IN JOB SEARCH

In today's competitive job market, more and more qualified applicants are competing for fewer positions. Job-seekers and job-changers have a major challenge just getting into an interview.

The résumé — a typewritten summary of experience and education — is the key to getting that all-important interview. Its purpose is to favorably influence the employer to screen you into an interview. But the résumé that worked five, ten or twenty years ago is not likely to be effective today.

The typical employer today may face the challenge of having to select five people to interview from a stack of 200 applications. Therefore, he or she needs to screen out the majority of job applicants in order to select only the best applicants to interview. The employer may prefer a particular résumé format because it speeds the task of eliminating applicants. Your strategy will be to choose the format and contents of your résumé to maximize your chances of getting screened in. You have unlimited choices to make in determining what information you will include and how you will present it.

Most of the printed material on résumé writing is from the United States, so some of the instruction you may come across in your research is not appropriate for the Canadian market. Always consider the source, geographic region and date of any research materials you use on this subject.

TYPES OF RÉSUMÉS

Chronological

The chronological résumé is the most familiar type of résumé. It highlights your employment background, education and training in reverse chronological order (most recent or current experience first). It includes names of employers, dates and key duties performed. It tells what you have done, but not how you performed. An example of a chronological résumé is on page 46 of your workbook.

JOB SEARCH

The vast majority of hiring employers probably prefer this format. It makes it easy for them to screen applicants out. They can quickly determine if you have the specific combination of education and work-related experience they've asked for. If you don't have it, you're out.

The chronological résumé is most likely the one you learned in high school, college or university. But it's the least likely résumé to support you in landing a job in today's competitive job market.

Frank's situation is a good example. If Frank were seeking to replace his petroleum engineering job, a chronological résumé would seem logical. But there are no jobs in that field. He needs a new job target and a new résumé strategy.

To choose the right résumé format you need to analyze your job target, the employer's needs and the competition. If you feel the chronological résumé will work for you, you'll still want to use an effective cover letter to highlight some of your strengths and convince the reader you're a desirable, motivated employee.

Combination

The combination résumé combines a chronological account of your background with information about how you have performed, the results you've achieved, or the particular skill strengths you've developed.

The combination résumé makes you appealing to a potential employer by showing what you've contributed to past employers. It helps you sell the reader on what you can do for him or her. A targeted combination résumé is the most effective in today's market. See pages 48 to 57 for examples.

Functional

A functional résumé lists skills or accomplishments instead of employment background and may illustrate how these skills have been used.

The résumé either omits references to past employment or simply lists past employers with no description of key responsibilities carried out. Frequently no dates are supplied.

This résumé format is not appealing to Canadian employers. They want to see employment background, including dates and key duties in sufficient detail, so that they can assess its relevance for them.

This format would be suitable only for the job candidate with no paid employment background or for an individual who has been out of the job market for an extended period — at home raising a family, in jail, in hospital or out of the country travelling, for example.

CHOOSING THE MOST EFFECTIVE RÉSUMÉ TYPE FOR YOU

Your background, job target and the competition you face are all variables to consider in writing your résumé.

For Lesley, a chronological résumé will emphasize that she is well educated with an MBA and a B.Sc. in nursing. The résumé will also show that she's had very little employment background in the field she wants to break into. There's currently a surplus of unemployed senior health care administrators with equivalent or better educational qualifications and substantial employment backgrounds in health care management. Traditionally Lesley would target a large urban hospital, but this is the very type of institution that has downsized and cut management positions.

Azim's résumé, which he has labelled "Curriculum Vitae," is typical of employer expectations in the academic world. It is a 22-page detailed account of his academic background, giving a narrative description of all the teaching he has done, his research and his writings. His credentials and his references are all foreign. He has overlooked the barrier this creates with Canadian school boards. Also, his sentence structure and grammar draw attention to the fact that he is new to Canada. In addition, there is a surplus of qualified, experienced teachers who know and understand Canadian English, culture, values, history, math and social studies.

Frank's education and extensive employment background have been entirely in the petroleum industry. Although his chronological résumé is strong in many respects, it won't produce results for him because of the major decline of the oil industry, lack of jobs, and very high unemployment of others like him.

For all three of our video job-seekers, the most effective résumé type is the combination résumé. It is also the one that will require the most self-knowledge.

The basic combination résumé includes:

- name
- address
- phone number
- profile/summary/highlights/skill strengths/accomplishments or contributions (one or more of these)
- employment background
- education
- community/volunteer activities
- leisure interests
- other
- "references to be supplied at interview" statement

Your strategy as to what to include and where to place it is critical to achieving an interview.

RÉSUMÉ CONTENT AND FORMAT (DOS AND DON'TS)

Your choice of résumé content will be influenced largely by your job target, your background, and your strengths and weaknesses. It should also take into account human rights legislation and what you needn't include — such as age, race, religion, marital status. There are no strict rules. Choose what will most effectively sell you to an employer.

Remember: your purpose is to get screened into an interview.

Here are some do's and don'ts:

1. Don't supply information that might be used to screen you out. Don't draw attention to your weaknesses. You only invite rejection by doing so.

2. Do include your name, address (with postal code), and phone numbers (both home and office). For purposes of confidentiality, you may prefer not to be contacted at your current job. If so, give a day phone number where messages can be left for you. Interviews in Canada are normally set up by phone during office hours.
3. Following name, address and phone number, a chronological résumé would go on to list education and employment background, not necessarily in that order. The area in which you are strongest or which might be more appealing to the employer should come first.

Caution: if the employer has indicated a preference for a degree or a credential which you don't have, you would not want to start with your education. Job-seekers who want to show off a hard-earned but possibly unrelated academic credential have cut themselves off from jobs they wanted by using this approach.

4. Analyze the job ad and consider what the employer is looking for. If you have the required skills and knowledge but lack the specific academic credential asked for, don't be deterred from applying. If you effectively present what you do have, lack of a specific credential may not be a barrier.

RÉSUMÉ RESOURCES

Several resources follow on pages 32 to 34 to assist you in developing your résumé. They include a personal biography form, a list of useful job search résumé headings and a list of effective action verbs to use in describing your key job responsibilities.

Personal Biography

If you've never had a résumé, this will be useful to you in documenting your background. This will also be useful when you're completing an application form.

JOB SEARCH

Personal Biography

Name _____

Address _____

_____ Postal Code _____

Phone: Home _____ Business _____

Employment Background

List in reverse chronology (most recent experience first), giving month and year.

1. Working Title: _____

Dates: _____

Key Responsibilities: _____

2. Working Title: _____

Dates: _____

Key Responsibilities: _____

3. Working Title: _____

Dates: _____

Key Responsibilities: _____

4. Working Title: _____

Dates: _____

Key Responsibilities: _____

Work-Related Accomplishments (write five that you are most proud of)

Use an action verb like the ones listed below to begin each sentence (see complete list of action verbs on page 37):

designed	increased	managed
researched	improved	directed
trained	implemented	reduced costs
supervised	established	wrote
contracted	analyzed	sold
organized	invented	presented
developed	created	prepared

For example:

Wrote a training manual which increased operation efficiency 20 per cent.

1. _____

2. _____

3. _____

4. _____

5. _____

Education and Development

Post-Secondary: College/Technical School/University	Degree/Diploma	Year Graduated or Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

High School	
_____	_____
_____	_____

Have you taken or are you now taking any extension, adult education or other courses? ____ Yes ____ No.
If so, name the courses and tell why you were interested in them.

Membership in Organizations — Past and Present (community, political, cultural, professional, social)

Organization	How You Are/Were Involved
1. _____	_____

2. _____	_____

3. _____	_____

4. _____	_____

JOB SEARCH

Hobbies/Pastimes/Interests — List everything, past and present, even activities that may seem unimportant to your career.

Hobby/Pastime/Interest	Number of Years	Degree of Competence

Do you see any work-related applications for your hobbies or interests? ____ Yes ____ No

What are they? _____

Myth: There are no jobs out there.

Reality: There are lots of jobs. Learn how to find them.

Job Search — Résumé Headings

Below are some possible résumé sub-headings. Choose the headings that will be the most effective for you.

Use your imagination and come up with more of your own.

The headings are given in the order in which they would appear in your résumé. The top two groups are optional and may not be particularly relevant for you.

Summary
Highlights
Background
Summary Of Background Profile

A one- or two-sentence statement summarizing what you offer — frequently used effectively to link unrelated periods of employment and/or community work.

Job Target
Career Objective
Objective
Job Goal
Goal
Position Applied For

A one- or two-line statement of the kind of position you're seeking. Be specific. You can limit the use of your résumé to one position only, but a particular position is generally better addressed in a cover letter.

Talents
Accomplishments
Achievements
Strengths
Areas Of Effectiveness
Professional Attributes
Results Achieved
Skills
Capabilities

In a combination résumé, highlight what you're best at or what you've succeeded in.

Employment
Employment Background
Employment History
***Work History**
***Work Experience**

*These are generally associated with entry-level and blue-collar jobs. "Work Experience" is frequently used to describe unpaid placement in conjunction with studies.

Experience Highlights
Experience Background
Career Experience
Professional Background
Professional Experience
Experience

These are ideal headings if you're combining paid and non-paid experience.

JOB SEARCH

Education

Education Background

Education — Training

Education and Development

Educational Development

Post-Secondary Education

Training and Development

Volunteer Activities

Community and Leisure Activities

Community Involvements

Recreation and Leisure Interests

Leadership Roles

Other

References

References: Will be provided at interview

Action Verbs — Résumé Writing Resource

To describe key responsibilities of your employment and volunteer activities, use incomplete sentences starting with some of these active verbs.

achieved	determined	illustrated	oversaw	responded
adapted	developed	implemented	painted	restored
addressed	diagnosed	improved	perceived	retrieved
administered	directed	improvised	performed	reviewed
advised	discovered	increased	persuaded	risked
analyzed	dispensed	influenced	piloted	scheduled
anticipated	displayed	informed	planned	screened
arbitrated	disproved	initiated	played	selected
arranged	dissected	innovated	politicked	sensed
assembled	distributed	inspired	predicted	separated
assessed/ appraised	drafted	instituted	prepared	served
audited	dramatized	instructed	prescribed	set up
budgeted	drew	integrated	presented	shaped
built	edited	interpreted	problem	shared
calculated	eliminated	interviewed	processed	showed
charted	empathized	invented	produced	sketched
checked	energized	inventoried	programmed	sold
clarified	enforced	investigated	projected	solved
classified	established	involved	promoted	spoke
coached	estimated	judged	protected	studied
collected	evaluated	learned	provided	summarized
communicated	examined	lectured	publicized	supervised
compiled	expanded	led	purchased	supplied
completed	experimented	listened	questioned	surveyed
composed	explained	made	raised	symbolized
computed	extracted	maintained	realized	systematized
conducted	filed	managed	reasoned	talked
conserved	financed	manipulated	received	taught
consolidated	fixed	mediated	recommended	team-built
constructed	formulated	mentored	reconciled	tended
consulted	founded	modeled	recruited	tested
controlled	gathered	monitored	reduced	trained
coordinated	generated	motivated	referred	transcribed
counselled	guided	navigated	rehabilitated	translated
created	had responsibility for	negotiated	related	travelled
decided	handled	observed	remembered	trouble-shot
defined	headed	obtained	repaired	wrote
delegated	helped	offered	reported	
designed	hypothesized	operated	represented	
detected	identified	ordered	researched	
		organized	resolved	

JOB SEARCH

SPECIFIC SALES CHALLENGES

Whether you use a combination or chronological résumé, the following content areas may present some challenges or traps for you:

Training

If you have taken numerous seminars and workshops, listing each of them will take too much space. Instead, combine your training under the heading "Education and Development."

List first your most recent formal education. If you have a degree, diploma or certificate, it is not necessary to list your Grade 12, since it is assumed that high school is the prerequisite for post-secondary credentials.

Next, you might use a statement such as "Extensive workshops and seminars on computer skills, leadership and supervision including . . ." Highlight one or two that are particularly relevant to the reader. Follow with: "Complete list of courses available on request."

Leisure or Recreational Interests

There is still considerable confusion as to whether this item should be included in a résumé. You should include it for several reasons:

- It gives the reader a glimpse of you as a whole person, not just your professional self.
- It supplies information that may help the prospective employer to make small talk at the outset of the interview.
- It indicates that you maintain a balanced lifestyle and recognize the need for recreation and diversion.
- Your recreational and leisure interests may involve knowledge and skills relevant to the job you're applying for.

Limit the space you devote to this section to two or three lines. Use a heading and immediately underneath it list your activities across the page, separating them by commas or semi-colons.

Community Involvements and Volunteer Activities

Increased voluntarism is a major trend. Yet job applicants still question whether it is appropriate to include volunteer background on a résumé.

Eliminating this information can cost you the job.

Many companies have a strong commitment to active participation in the community and strongly encourage employees to follow suit.

People seeking promotion to supervisory positions without formal or paid experience as supervisors can illustrate such experience in their volunteer roles. Coaching softball or hockey, leading Girl Guides, organizing major fund-raising events, recruiting, training and coordinating volunteers for a church project are all relevant experience and illustrate your transferable skills. This was an important part of Lesley's background which she overlooked initially.

Under human rights legislation, you are not required to supply the names of specific organizations you now or previously participated in. It may not be in your best interests to say that your leadership development came as a result of your membership in a specific religious or political organization. Use your judgement.

It is not necessary to list dates of these involvements.

References

It is common today for job applicants to state in one line towards the end of the résumé: "References will be supplied at the interview" or "References available upon request."

There are reasons for taking this approach. By not supplying reference names in your résumé you control access to information about your past performance until after you've been interviewed. The interviewers are not likely to be biased by a pre-interview reference.

Secondly, a page of reference names adds to the length of your résumé and the cost of mailing it out.

It is very important, however, to consider who your references will be. There should be five to seven of them on your list and they should be employment-related. When you submit your list of references, include their names and phone numbers, the organizations they represent, and their relationship to you (immediate supervisor, client, etc.). It is also a good idea and an important courtesy to get agreement from your references before you use their names.

Astute interviewers do not rely upon reference letters. So it is not recommended that you send along a number of these with your résumé. Use your judgement here. You may have one that is particularly relevant that you want to include. For example, a reference letter could work in your favor if you had lost your previous job due to company merger, downsizing or bankruptcy. In this case a letter of reference which also confirms the reason for termination can be very worthwhile. In the video, Frank requests such a letter of reference from his former employer.

Azim's situation is different. His referees are almost all in Africa. This creates a problem for prospective employers in terms of long distance costs, time differences, and even limited telephone/telecommunications equipment in his country.

Azim anticipated this and has letters from each of his referees. He also has added to his list of references the names of local contacts he's made through his volunteer and community work.

Increasingly, interviewers ask for a variety of references. They may want references from peers, customers and subordinates in addition to supervisors. Take the lead and supply some of these.

Other

If you're not sure what else to add to your résumé, check with a counsellor or other professional. A simple rule of thumb is to ask yourself: "Will this increase my chances of being considered?" Some examples would be:

Additional languages

Under human rights legislation you're not required to reveal that you speak another language. However, that skill could be the asset that sets you apart from other applicants. Employees who can interpret verbal or written communication in other languages are an asset to organizations which provide customer service. Note the sample résumé on page 52. This woman's languages were the most appealing aspect of her background and got her the job.

As the saying goes, if you've got it, flaunt it!

Additional skills

If the career ad emphasizes the need for professional membership or a particular skill such as driving, be sure to confirm that you meet those requirements in the résumé and/or the covering letter.

Availability

If you feel on the basis of your research it would be to your advantage to indicate your immediate availability, or your willingness to travel or relocate, do so. Mention this in your résumé or your covering letter, or both.

Alternative Headings

From the list of possible headings for résumé writing on page 35, select what fits for you. Or create your own headings.

Be selective about the headings you choose because they can influence whether you get in for an interview.

JOB SEARCH

Avoid

- **using a job target that sounds like this:**

"To obtain a challenging position with a progressive company that will allow me to grow and develop my analytical and problem-solving skills."

Your purpose as the job-seeker is to persuade the job-giver that you have something unique and valuable to offer. Instead, this statement describes what the employer can do for you. Explain why you are interested in the job in your cover letter.

- **using the headings "Work History" and "Work Experience."**

They may not support the image you wish to create. You want to choose words that convey your professionalism, your expertise, your maturity and experience.

"Work experience" is a term used for unpaid job placements which provide students with the chance to apply classroom knowledge and develop skills on the job. Your paid employment should not be confused with this.

Information that converts the chronological résumé to a combination résumé comes under such headings as: "Accomplishments," "Results," "Areas of Effectiveness," "Strengths," or "Capabilities."

These headings should be used at the *beginning* of your résumé, immediately following your name and address. That's because the reader almost always wants to see your education and experience first for screening purposes and expects to find them at the top. Use that spot to emphasize your strengths or accomplishments. Give the reader a good idea of how you function and what he or she would be getting if they were to select you. To do this you need to clarify your skill strengths. Think about how you are able to accomplish your work despite the challenges that invariably arise.

Examine the combination résumés starting on page 48 to compare approaches. As you review them, notice your own impressions about the applicants.

Note: Do not leave your strengths and accomplishments to the end of your résumé where they may be overlooked.

CHOOSING A FORMAT

There is no single right way to format a résumé. But some ways are more effective than others. Readability should be your prime consideration. It is easier to understand information quickly when it is presented in short lines or columns. Material written in a narrative style across the full width of a page takes longer to read.

Do:

- use standard 8.5" x 11" page size.
- use good quality paper. Something with texture or a soft tint can make your résumé stand out.
- type. Ideally, use a computer or word processor.
- make sure your spelling is accurate and grammar is correct.
- use active verbs and incomplete sentences to describe key functions you performed.
- be honest. Be truthful in what you include and use judgment about what you should withhold. For example, if you only have Grade 10 and the employer is asking for high school, don't mention your education. Or, near the end of your résumé, list:
Education: High School, Rimbey, 1981
- use bold headings. Underline, capitalize, or use different type fonts or print size.
- use lots of white space. It makes your résumé more appealing and readable.
- have balanced margins on the top, bottom and sides.

- include employment dates (months and years). But don't feature them in the left-hand column. Place them under the name of the company on the right-hand side. See combination résumés on pages 48 to 57.

Note: Dates can call attention to possible negatives. For example, you've been 17 years in same job, at the same level, with the same company. Or, you've had a series of short-term positions, which can lead to the assumption that you're a job-hopper and unreliable or that you're probably not very good and that's why you haven't been kept on. The truth is more likely that you took what was available for the experience, the networking and the skill development.

- identify your work title during each period of employment in the left-hand column.
- limit the length of your résumé to no more than three pages. Two is ideal.

Note: Many American résumé publications recommend one page, but a single page does not provide sufficient detail for the majority of Canadian employers.

- make sure your résumé copies are clean, bright, straight and stain-free.
- staple or paper clip the pages together.

Don't:

- sign a résumé.
- handwrite.
- bind your résumé in cerlox, Duo-tang or other special folders.
- fold your résumé. Mail or deliver it in a 9" x 12" envelope.

Myth: If you have a general résumé and you're willing to take any job, that's the best approach to getting employment.

SELLING YOURSELF

Selling yourself is what job search is all about. To be a good salesperson, you must know your product and you must be prepared to promote it.

If you're like most people, self-promotion may not come easily to you.

To enhance your "sales" skills, you must:

1. Know your strengths by:
 - doing skills inventories (page 7).
 - analyzing past accomplishments (page 15).
 - listing job-related contributions (page 15).
2. Review your strengths in written format.
3. Talk about your strengths and accomplishments to friends, relatives, employment counsellors — and yourself (through daily affirmations).
4. Add your strengths to your covering letter and résumé.
5. Incorporate these selling points into your script for networking and cold calling.

This is the process Lesley, Azim and Frank go through as they prepare to revise their résumés.

TARGETTING YOUR RÉSUMÉ

When you target, you're more likely to hit the bull's-eye and get what you want. To target, analyze what you're good at and what working environment is most compatible with your needs:

- large, medium, small
- formal, informal
- high-rise or industrial setting
- indoors, outdoors

Reality: Your résumé and total strategy should be targetted to a specific kind of work within a specific type of organization. Employers are quick to differentiate between the person who is looking for just a job and the one who is genuinely interested in a specific job or company.

JOB SEARCH

- hours of work, overtime, shifts
- travel
- style of supervision you best respond to
- high pressure, tight time lines and variety, or structure, routine, slower pace and stability.

Note: Targetting can be a difficult step. If you are not sure what type of job you want or what your job target is, spend some time doing the exercises under “What You Are Looking For” in Part 1 or visit a Career Development Centre counsellor.

Now start collecting data about companies/organizations that belong to your target market.

If you feel you're marketable in two or three different occupations, you'll need three slightly different résumés, each emphasizing different skills strengths. For example, John Doe may want to target jobs as:

1. A firefighter
2. A telecommunications technologist
3. A foreman (of telephone installers)

In each case, he'll want to emphasize different skills.

As a firefighter:

- physical strength and agility
- knowledge and understanding of role
- team-player skills
- attraction to adventure/adaptability
- sports and athletic involvement
- commitment to helping others
- volunteer fireman experience
- background in naval cadets

As a telecommunications technologist:

- telecommunications technical skills and competencies
- N.A.I.T. Telecommunications Technologist Diploma
- special employment-related project assignments
- interpersonal skills
- problem-solving skills

As a foreman:

- leadership skills
- ability to motivate
- ability to delegate
- ability to hire, train, coach
- ability to give developmental feedback
- ability to listen, organize, plan, make decisions
- telecommunications technical expertise
- supervisory or management training
- leadership roles in volunteer, sports and community activities

In each case, John Doe must anticipate what the reader needs to know to assess his suitability for the job. When you respond to a career ad, search the content for clues as to what the employer is looking for in the ideal candidate. From your skill inventory compare employer (buyer) needs to your (product) features. Keep every ad you respond to in your manual for future reference.

SPECIAL CIRCUMSTANCES

Some special circumstances may be perceived as barriers to getting the job you want. Here are some strategies for overcoming them:

Limited Education

As employers seek more and more academic qualifications, lack of a high school diploma is a barrier to overcome. If you have an extensive employment background and have demonstrated a range of skills, list your employment experience first. Place education later in the résumé or not at all. If you have a post-secondary credential of any kind, it is not necessary to reveal the last year of high school you completed. There is no point in drawing attention to a weakness.

You may choose to use a heading called “Education and Development” where you list workshops and seminars you've taken followed simply by “high school.”

No Completed Post-Secondary Education

You may lose an opportunity by describing post-secondary education simply as a course, e.g. "Marketing — N.A.I.T. — 1992." Marketing is a credit course in the N.A.I.T. Business Administration diploma program, so list it that way: "N.A.I.T. — Business Administration Diploma Program — 1992." This signals that you're in the process of getting a post-secondary credential.

Unrelated Education or Experience

Each of the video's characters is experiencing some difficulty regarding post-secondary credentials. Frank's are specialized (petroleum engineering) and bear little relevance to his new job targets. Lesley's Master's degree with no related experience places her in the situation of being over-qualified and under-experienced. Azim's foreign credentials are not familiar to Canadian employers.

Here are some ways to overcome these types of perceived barriers:

- If you don't have the specific degree, diploma, or experience asked for, state what you do have, emphasizing the similarity.
- If you have out-of-province or out-of-country credentials, show how they resemble the Alberta or Canadian equivalent.
- Don't list all your post-secondary credentials if doing so might eliminate you from competition for an entry-level position because you are overqualified.

Post-secondary education is a rapidly growing business, and there is a proliferation of certificates, diplomas and degrees. The ones that are most familiar because of their longevity are not necessarily the best. The onus is on you to sell the employer on the suitability or advantages of your credentials.

Unrelated Recent Experience

Frank's recent experience has all been in the petroleum engineering field, which is not very relevant to his job target of fundraiser. He'll use a combination résumé starting with a list of his accomplishments and specific skill strengths. Then under "Professional Background" he'll start with the relevant fundraising background as follows:

Professional Background

Fundraising

Special Projects	Contemporary Ballet Co.
Co-ordinator	January '89 to present
	Designed corporate and private donations fundraising strategic plans, three consecutive years. Recruited, trained committee volunteers to carry out plan. Succeeded in increasing donations overall by 43% in '90 and 28% in '91. Exceeded targets in every division.
United Way Area Representative	United Way — Petroleum Industry sector June '88 to May '91 (plus description of accomplishments)

Management

Manager, Engineering Division	Petroleum XYZ Corporation February '75 to June '92 (description of accomplishments)
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Out of Work Force for Extended Period

Even if you have been out of the work force, you may have volunteer or other life experience that is relevant. Instead of "Employment Background" as a heading, use "Professional Background" and describe your volunteer responsibilities with agency names and dates.

JOB SEARCH

Most Relevant Experience is Not Current

A systems analyst who has been managing project teams may want to return to hands-on consultative and design work. Or an office worker may want to return to customer service after several years away from that aspect of business.

A way to bring related experience from the past to the foreground would be to include a one- or two-line positive statement at the top of the résumé under the heading "Profile" or "Highlights": "Extensive demonstrated customer service experience" or "Strong computer systems design and consulting skills."

Another approach would be to list "Most Relevant Professional Background" first and then "Other Professional Background."

If you let the reader know right up front that you have what they're looking for, they'll seek and find further evidence as they read your résumé.

Terminated From Your Last Job

There are a few ways you can handle this. You are likely to be more desirable if you're employed. By showing in August that your most recent job started in April and ended in July, you draw attention to the fact you're unemployed, which begs the question: why?

In this economy, there are many possibilities: merger, temporary position, project employment, reorganization, downsizing, business failure, etc. If you are providing the dates, include a one-line explanation in your résumé in brackets or in your covering letter: "temporary project position — completed," or "company went out of business," or "downsizing resulted in 33 layoffs," or "position redundant due to automation."

The tough one is "termination due to performance." Announcing this would surely result in rejection. Leave your explanation for the interview.

Extended Sick Leave

This does not require commentary in the résumé. But you should be prepared to address it in the interview.

Personal Data

Human rights legislation protects you from having to reveal your age, gender, marital status, number of dependants, religion, nationality or ethnic background. Don't supply this information unless you feel it will enhance your competitiveness.

Possible Gender Discrimination

If you are applying for positions typically performed by members of the opposite sex, drawing attention to your gender by providing your full name may work against you. A male applicant for clerical positions is well advised to supply only first initials and surname. The same holds for a female applicant in a traditionally male-dominated field. Some progressive organizations are looking for qualified female applicants to enhance their management, professional and technical teams. Some employers have targets for increasing the representation of females, natives, members of other cultures and disabled on their staff. In approaching such an employer, if you are a member of one or more of these target groups it would be wise to let them know. This is best done subtly in your covering letter. For example:

"In addition to meeting your requirements of having considerable customer service experience, I have an undergraduate degree in economics earned in my native country, Nigeria."

Possible Age Discrimination

Don't reveal your age unless you feel it will be an advantage. If your high school or university graduation year reveals your age, eliminate the dates from your formal education. Similarly, don't go all the way back to your first years of employment.

Visible Minority

It is difficult to give general tips here. Get advice from a person you respect who understands Canadian employer expectations.

For example, a newer Canadian might, because of language differences, reveal spelling or grammar deficiencies in the résumé or covering letter. You can correct these by getting feedback from an expert. Azim demonstrates this in the video.

When listing a foreign credential, get an authority such as the educational coordinating council at a university to evaluate your transcripts and provide a written summary of equivalency showing what the Canadian or provincial equivalent would be. Include this with your résumé or tell the employer you'll supply it at the interview.

Myth: Résumés are read carefully from beginning to end.

Overqualified

Unfortunately, many employers have a great fear of hiring people who are overqualified. The myth persists that if you have more education or employment background than required:

- you won't be happy
- you'll want more money than other candidates
- you won't be challenged
- you'll try to run things
- you'll expect a quick promotion
- you'll leave as soon as a better job comes along.

You have choices, but consider them carefully:

- Withhold some of your credentials.
- Acknowledge in your covering letter your awareness of the job market and your acceptance that you can't replace your previous job in scope, status or salary. Emphasize your eagerness to apply your education and skills. State your attraction to what the employer does have to offer, for example a young dynamic company, strong reputation, or new challenge for you.

Reality: Rarely! For this reason, what you put in your résumé and where you place it is critical.

EXAMPLE OF TYPICAL
CHRONOLOGICAL RÉSUMÉ

Joe Smith

9999 – 99 Street
Edmonton, Alberta
xxx xxx

Phone: 222-2222

Education

- 1991
 - graduated with a Bachelor of Arts degree from the University of Saskatchewan
 - major in Economics, minor in Sociology
 - significant electives in Computing Science and Philosophy
- 1986
 - graduated from Kingston Composite High School with an Advanced Diploma

Work Experience

- Dec. 1991 – present
 - Teller
Bank of Nova Scotia
 - permanent part-time and relief
 - responsibilities include receiving deposits and dispensing cash, commercial deposits involving large sums of cash, balancing cash float every day and updating computer files; all tasks completed to the pinnacle of customer service
 - requires excellent public relations skills and independent work habits
- Dec. 1991 – June 1992
 - Sales Clerk
GAP
 - permanent part-time
 - duties included retail sales of clothing, operation of cash register, creating and setting up displays, inventory, organization of stock and general clean-up
 - requires excellent interpersonal skills
- Aug. 1990 – Jan. 1992
 - Store Clerk
Corona Cycle and Sports
 - permanent part-time
 - involved in sales and service of sporting goods and bicycles
 - operated cash register, opened and closed shop including balancing cash
 - developed my interpersonal skills

May 1991 – Oct. 1991	Operator 1 Recreation, Parks and Culture Winnipeg <ul style="list-style-type: none"> operation and maintenance of large machinery including tractors, front-end loaders, one- and three-ton trucks, and hand-operated implements turf repair and maintenance involving seeding, fertilizing, top dressing, and other duties as necessary required extensive independent work
May 1990 – Aug. 1990	Operator 1 Recreation, Parks and Culture Winnipeg <ul style="list-style-type: none"> job responsibilities were the same as those in 1991
Dec. 1989 – July 1990	Waiter, part-time Earl's <ul style="list-style-type: none"> involved in the first selection of waiters/waitresses to open the restaurant in December 1989 duties included waiting on tables and balancing cash
Aug. 1988 – Dec. 1989	Store Clerk Corona Cycle <ul style="list-style-type: none"> permanent part-time involved in sales and service of sporting goods and bicycles operated cash register, opened and closed shop including balancing cash developed my interpersonal skills
May 1989 – Aug. 1989	Operator Trainee Recreation, Parks and Culture <ul style="list-style-type: none"> job responsibilities were similar to those in 1991
Summers of 1988, 1987, 1986	Laborer Recreation, Parks and Culture Oakview Golf Course <ul style="list-style-type: none"> groundskeeping duties including turf repair, irrigation repair and grass cutting worked in a semi-supervised environment

Additional Information

- interests in sports vary from individual pursuits such as weight training, squash and golf to team activities like hockey and lacrosse
- involved in the restoration of classic cars
- volunteer coach for minor lacrosse in Sherwood Park
- interested in continuing my post-secondary education at a later date

**TARGETTED COMBINATION
RÉSUMÉ I**

Job target: Customer service representative in telecommunications or financial institution — needs to emphasize interpersonal and communication skills.

JOE SMITH

9999 – 99 Street
Edmonton, Alberta
xxx xxx

Phone: 222-2222

Profile: Energetic, customer-service-oriented professional with extensive experience and demonstrated competency responding to customer needs in a variety of organizations

Skill Excellent public relations skills
Strengths: Independent work habits
Well-developed interpersonal and problem solving abilities
Strong computer skills
Responsible, organized and dedicated

Employment Background:

Teller	Bank of Nova Scotia December '91 to present Provided responsive customer service to high volume of clients, receive deposits, dispensed cash, processed large commercial account deposits, balanced daily cash float, update computer files.
Customer Service Clerk	GAP December '91 to June '92 Provided responsive customer service promoting sales of quality clothing to meet customer needs, performed cashier functions, designed and implemented displays, maintained inventory, organized stock, cleaned store.
Sporting Goods Clerk	Corona Cycle and Sports August '90 to January '92 and August '88 to December '89 Responded to customer service needs, sold and serviced bicycles and sporting goods, operated cash register, processed cash and credit sales, balanced cash, opened and closed shop.
Operator 1	Recreation, Parks and Culture May '91 to October '91 and May '90 to August '90 and May '89 to August '89 Operated and maintained heavy-duty equipment including tractors, front-end loaders, one- and three-ton trucks and hand-operated implements, repaired and maintained turf including seeding, fertilizing, and top dressing.

Waiter	Earl's Restaurant December '89 to July '90 Actively participated in the opening of the restaurant, waited on tables, served customers, promoted products, processed and balanced cash.
Laborer	Recreation, Parks and Culture Summers of '86, '87 and '88 Maintained Oakview Golf Course including turf repair, irrigation repair and grass cutting.

Education:

B.A. — Economics, University of Saskatchewan, 1991 (significant electives in
Computing Science)

Advanced High School Diploma — Kingston Composite High School, 1986

First Aid Certificate — St. John's Ambulance, 1986

Community Involvements:

Coached minor lacrosse
Restore classic cars

Leisure & Recreational Interests:

Weight training, squash, golf, team sports of hockey and lacrosse

References:

To be supplied at time of interview

**TARGETTED COMBINATION
RÉSUMÉ II**

Job Target: Counsellor in correctional institution with teens.

Problem: Academic qualifications unrelated, according to employers. No related paid experience. Strong applicant market of experienced and academically qualified people.

Assets: Transferable knowledge, skills and abilities from education, volunteer activities, and paid and life experience. Excellent knowledge of sports and recreational programs. Willingness to relocate and compete for rural positions.

JOHN DOE

Box 1700
Northern Outpost, Canada
XYZ ZYX

Phone: (001) 777-7777

Summary

Several years professional experience in teaching, coaching and leading sport/recreational programs with young adults in both rural and urban settings. Interests lie in Physical Education, Criminology and Medicine.

Areas of Effectiveness

- Strong communication skills and effective listener.
- Well-developed observational and assessment abilities.
- Good role-playing skills via supportive counselling approach.
- Effective recreational leader and organizer in a broad range of sport and related activities.

Formal Education

Bachelor of Education Degree	Graduated from the University of Alberta. Major: Physical Education; Minor: Biological Sciences.
High School Diploma	Completed high school requirements at High River, Alberta, in 1980.

Employment Background

Teacher/Intern	Wetaskiwan Jr./Sr. High School, Wetaskiwan, Alberta, Jan. '87 to June '87 <ul style="list-style-type: none"> • taught Physical Education Grades 7 through 12. • taught Grade 12 Biology.
Range Supervisor	Lands, Forestry, Wildlife, Gov't of Alberta, June to Aug. '86. <ul style="list-style-type: none"> • in charge of gathering data on an experimental project dealing with goats.
Plotsman	Soils & Crop Research, Gov't of Canada, June to Aug. '85. <ul style="list-style-type: none"> • maintenance of research plots throughout the province.
Parks & Recreation Director	Two Hills Recreation Board, June to Aug. '84. <ul style="list-style-type: none"> • organized, instructed and supervised recreation programs. • planned the construction of a recreation park.

Circumstances: Spent over two years actively job seeking with chronological résumé — no interviews. Less than two weeks after implementing new targetted combination résumé, applicant was invited to interview and received a job offer from same agency that had overlooked him several times. Job offer.

Lightning Rod Agent

Alberta Lightning Rod Co. Ltd.
Summers of 1980 through 1983

- installed lightning rod protection systems on houses, buildings, etc.

Volunteer Services

Asst. EMT/Driver

Lakeland Ambulance, High River
Sept. 1980 to Oct. 1987

- drove an ambulance and assisted in emergency care of the injured.

Sports

- Vice-President, High River Minor Soccer Association, 1980.
- Coach, High River Minor Soccer Assoc., Coach, 1980 to 1984.

Athletic Awards

W.M.A.C. International
Brown Belt Champion

World Martial Art Council division one
conference champion, 1984 to 1986.

W.M.A.C. Brown Belt
World Contender

ranking issued as of Aug. 1984
until title championship 1987.

Canadian Amateur Sport
Certification Program

Canadian Soccer Assoc. Level 3
Canadian Football Assoc. Level 1
Canadian Basketball Assoc. Level 1
Canadian Gymnastic Assoc. Level 1
Canadian Volleyball Assoc. Level 1

Canadian Soccer Assoc.

Award of Excellence

References

Available upon request.

JOB SEARCH

TARGETTED COMBINATION RÉSUMÉ III

Job Target: Personnel trainee with organization where relocation to other countries possible in future.
Problem: No directly related personnel experience, no hospitality industry background, unrelated degree.
Assets: Several languages, life experience, excellent customer-service and interpersonal skills.

JANE DOE

1989 Success Street
 Anywhere, Canada
 xxx xxx

Phone: (011) 999-9999

Objective

Professional/trainee position in Human Resources/Personnel in recruitment or training and development.

Capabilities/Achievements

Excellent verbal and written ability in English, Spanish, Portuguese, and French.
 Skilled in explaining, advising, and consulting.
 Successful organization and planning of various work — and leisure-related activities.
 Ability to lead, direct and motivate people of all ages.
 Effective dealing with people's problems and concerns.
 Good listening skills; concentrate well and learn quickly.
 Able to empathize and work with people of differing backgrounds and cultures.
 Deal accurately with finances.
 Planned, promoted, and hosted special events for the public.
 Scholastic achievement awards for the school and province, 1975 through 1984.

Education

Bachelor of Education with Distinction,
 University of Lethbridge 1984.
 Major: Social Sciences
 Minor: Modern Languages (French)
 Attended workshops and seminars on dealing with the public, marketing strategies and instructor training.
 Have applied for the University of Alberta Personnel Administration Certificate program.

Employment History

High School Teacher	Sosua High School, Dominican Republic, Sept. 1985 to June 1987 <ul style="list-style-type: none"> • planned, taught, and evaluated courses in English, Spanish, History, Science, Religion, Computer Theory, and P.E. • organized and supervised extra-curricular sports and cultural events. • ran the school bookstore — ordering, inventory, sales. • instituted and oversaw the use of a career library. • participated on the school discipline board.
------------------------	--

Circumstances: No interviews from using chronological résumé several months with random employers. Instant result with an in-person cold call using targeted combination résumé. Offered position of Assistant Concierge with major international hotel chain pending opening in personnel department.

Instructor/ Lifeguard	Coronation Leisure Pool, City of Edmonton, April 1980 to August 1985 <ul style="list-style-type: none"> • instructed aquatics and fitness classes for patrons ages two to senior citizen. • supervised public use of pool. • learned to maintain and repair mechanical equipment vital to pool operation. • planned and hosted special events. • checked and secured cash.
--------------------------	---

Assistant Waterfront Director	Girl Guides of Canada June to August 1979 <ul style="list-style-type: none"> • assisted in planning and leading fitness and aquatic programs. • maintained buildings, lawns, and equipment. • responsible for first aid and counselling of campers.
-------------------------------------	---

Volunteer Experience

Medical Services Personnel	Alberta Papal Visit Sept. 1984 <ul style="list-style-type: none"> • watched for and dealt with medical problems during the Papal Mass.
----------------------------------	---

Protocol Hostess	Universiade '83, Feb. to July 1983 <ul style="list-style-type: none"> • guided and translated for VIPs attending the games. • relayed problems or concerns to the appropriate authorities.
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Adapted Aquatics Instructor	Londonderry Pool, City of Edmonton Sept. 1979 to Dec. 1980 <ul style="list-style-type: none"> • instructed and supervised youths and adults with physical and mental handicaps.
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Volunteer	Misericordia Hospital, Edmonton 1978 to 1979 <ul style="list-style-type: none"> • assisted nurses with non-medical duties. • verified and maintained an adequate supply of necessary materials. • visited and assisted patients.
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Leisure Activities

I enjoy sports (all water sports, aerobics, and skiing) and the arts (theatre and dance), and have attended community-sponsored courses in many of these.

References

Available upon request.

**TARGETTED COMBINATION
RÉSUMÉ IV**

Job Target: Investigative position with Ombudsman
 Problem: Limited directly related investigative experience
 Assets: Extensive variety of leadership roles and demonstrated effectiveness in producing results

SANDRA STRONG

1586 Gibraltar
 Anywhere, Canada
 xxx xxx

Phone: 333-3333

Summary:

Extensive experience dealing with people at all levels using well-developed communication skills, interviewing, investigating and reporting critical incidents, consulting with professionals, analyzing situations and processing evidence.

Areas of Effectiveness:

Communication Skills	Establish credibility and develop trust readily; strong interviewing, observation and investigative ability; active listening skills; well-developed analysis and assessment skills; thorough and objective report-writing skills.
Leadership and Personal Management	Highly motivated, determined, people-oriented, adaptable, responsible, tactful, thorough, organized and perceptive.

Employment History:

Correctional Service Worker	Solicitor General of Alberta May '87 to August '89 Counselling, supervised and role-modelled with young adults in correctional facility. First female counsellor assigned to most serious offender unit due to effectiveness in handling critical incidents, diffusing anger, mediating disputes and reputation of fairness.
Field Placement	Youth Development Centre; Family Support; Rundle Boys and Girls Club; College Community Friends Designed and implemented recreational program and facilitated support group.
Manager — Northcote Dining Lounge (Advertising and Promotions Mgr.)	Inner Village Catering Ltd. May '84 to August '84 (Summer position) Recruited, trained and supervised staff. Developed special theme events to increase sales. Negotiated unpaid appearances of entertainers as attractions for customers.
Sales Clerk	Night Owl Boutique September '83 to April '84 Increased sales 11% first three months, 17% end of first year.

Show Home Hostess	Springer Development Corporation March '83 to September '83 (part-time) Promoted show home sales through strong product knowledge and interpersonal skills.
Dance Instructor	Young Women's Christian Association June '83 to August '83 (Summer) Successfully led dance classes for young women. Designed, implemented program. Coached and motivated participants.
Fashion Consultant	Town & Country — Victoria, BC October '82 to April '83 Top sales consultant four of the six months. Initiated store merchandise displays which generated more customer interest and positive feedback from managers.
Manageress	Night Owl Boutique November '81 to September '82 Managed special lingerie boutique, increased sales, developed strong customer base.
Volunteer Co-ordinator House Manager and Box Office Manager	Northern Light Theatre March '77 to September '82 Developed box office procedures. Recruited, trained and supervised volunteers in all phases of front-of-house activities.
Junior Supervisor	Alberta Culture Provincial Drama School July '77 to August '77 Supervised group of summer drama school participants, developed and coordinated activities.

Education:

Child Care Worker Diploma	1985 — Grant MacEwan Community College (Awarded Women's Bureau Scholarship)
High School Diploma	1977 — St. Joseph Composite High School (Outstanding Scholastic Achievement Award — Grade 12)

Personal Interests and Hobbies:

I enjoy a wide range of activities including horseback riding, skiing (downhill and cross country), skating, cycling, squash, camping, running and swimming. I have a very special interest in the performing arts and spend a good deal of time maintaining my dance skills and physical fitness.

References to Be Provided On Request

**TARGETTED COMBINATION
RÉSUMÉ V**

Job Target: Chemical Sales
Problem: No sales experience.
Asset: Strong transferable/marketable skills for sales role.
Note: Persistent job-seeking over eight months with chronological résumé — resulting in not one interview. Repackaged self with targeted combination résumé. Result: first two companies she applied to for chemical sales jobs invited her to interview and gave simultaneous job offers.

JOAN BLACK

777 Whitestone Square
 Anywhere, Canada
 XYZ XYZ

Phone: (011) 777-7777

Informational Skills:

- | | |
|---------------|---|
| Evaluating | • critically review results and conclusions |
| Understanding | • comprehend basic scientific principles |
| Learning | • quickly attain competency in new skills |
| Researching | • gather information swiftly and thoroughly |

Communication Skills:

- | | |
|------------|--|
| Speaking | • talk easily to large or small groups of people |
| Informing | • disseminate interesting facts comfortably |
| Explaining | • creatively express unusual concepts |
| Writing | • present technical information easily |

People Skills:

- | | |
|-------------|--------------------------------|
| Consulting | • answer questions creatively |
| Instructing | • tutor and train effectively |
| Helping | • readily assist and cooperate |
| Empathizing | • receptive to other people |

Computer Proficiency:

- | | |
|--------------------|---|
| Personal Computers | by IBM, Hewlett-Packard, Apple, Olivetti, Commodore |
| Minicomputer | by Digital |
| Operating systems | • MS DOS, Watstar and VMS |
| Software | • Lotus Symphony and 1-2-3-, Paperclip |
| Languages | • Fortran, Basic, Pascal |

Education:

University of Montreal, Montreal, Quebec
 Honours Bachelor of Science with Specialization in Chemistry, December 1987.

Employment Background:**Cooperative Work-Term Employment:**

- | | |
|---------------------------|---|
| Junior Research Scientist | Federated Foods Inc. , Montreal, Quebec
Sept. to Dec. 1986 |
| | • Devised and implemented research project in canned product development. |

**Research
Assistant**

Public Service Commission, Energy, Mines and Resources,
Barrie, Ontario
Sept. to Dec. & Jan. to April 1985

- Examined analytical computer software using theoretical laser-generated, spectroscopic signals.
- Assembled and arranged optics in spectrometer for use with laser probe.

**Laboratory
Technician**

Quebec Ministry of Environment
June to Aug. 1984

- Identified purgeable/total organic halide (POX/TOX) detector limitations.

Summer Employment

**Quality
Technician**

AMOCO Canada, Calgary, Alberta
June to Aug. 1981

- Analyzed raw materials and finished products.

Other Employment

Clerical assistant, assembly operator and salesperson.

Languages

Functionally bilingual in written and spoken French and English.

Activities/Interests — Volunteer Work:

1987

Calgary Disaster Relief Services

- Aided tornado victims; unpacked and sorted donations.

1987

Science Graduation Committee

- Member and contributor to fundraising event.

1986

Watpub Organizer

- Planned and announced student work-term social events.

1983

Quality Circle

- Member of improvement committee at assembly plant.

1978 – 1980

Tutor

- To small groups of high school French students.

Musical ensembles including University Concert Band (1st clarinet)

Tai chi and conventional fitness programs

Theatre and performing arts

Travel, both national and international, especially camping and canoeing

Creating copper enamelled jewelry and artwork

Vegetable, flower and herb gardening

JOB SEARCH

APPLICATION FORM

Many organizations expect job-seekers to fill out an employment application form. Most will expect a résumé as well.

If you are not supplying a résumé:

Complete the application form in full. If you feel certain questions violate human rights, you may choose to:

- leave a blank
- place question marks after the offending questions
or
- write: "will provide at time of hire."

Information relating to marital status, number of dependents and age is needed once you are hired for purposes of income tax deductions and benefits administration. But it is inappropriate for a company to ask for this information from job applicants.

If you're supplying a résumé:

Ideally, you should provide only name, address, phone number, competition number and position applied for on the application form. Then write "See attached résumé." It is not necessary to respond to all the questions regarding your education and employment background. They are covered in your résumé — where you control their placement and content to your best advantage. Be aware, however, that some employers may insist that you complete the application form in its entirety and may hold it against you or reject your application if you do not. You will have to judge each situation individually.

COVER LETTER

The cover letter is an important job search tool. Its purpose is to attract attention to you and your suitability for the job. The cover letter also is where you state the reasons you are interested in the job or company.

Tips

When writing your cover letter, keep these tips in mind:

1. Use the KISSS principle: Keep It Short, Simple and Specific — no more than three paragraphs, no more than one page.
2. You may type or handwrite your cover letter. Be sure to comply if the employer specifically asks for one or the other.
3. Write the way you would speak. Avoid stuffy, formal words and phrases like: "Enclosed please find . . ." Instead, try: "I'm keenly interested in _____ and believe I have the qualifications you're looking for."
4. The contents of your cover letter should flow in this order:

First paragraph: State why you are applying for the job. What is it about the job or company that attracts you.

Second paragraph: Emphasize the specific knowledge and skills that make you a strong candidate for the job.

Don't repeat what is already contained in the résumé such as: "I have a Word Data Processing diploma and 3 1/2 years of experience."

Instead, say: "I'm well-qualified for the job based on my seven years related experience." Then emphasize particular strengths you have to offer relative to the job. For example:

"Your description of the 'ideal' candidate highlighted enthusiasm and strong interpersonal communication skills. These are strengths I would bring to the position.

Additionally, I've frequently been commended for my effectiveness in dealing with difficult customer situations."

Closing paragraph: Describe in assertive, positive language what you expect will happen or what you plan to do next.

- a) If you're responding to an advertisement:
"I look forward to meeting you in an interview to discuss my suitability for this position."
- b) If you're sending an unsolicited résumé to a company:
"I will contact you early in the week of June 12 to set up an appointment with you. I look forward to discussing possible employment with (name of company)."

- 5. Use a good quality paper.
- 6. Make sure your letter contains no spelling or grammatical errors.
- 7. Be original and show enthusiasm.

COVER LETTER EXAMPLE

Your address

Date

Bell Telephone

Address

Dear Sir / Madam:

Subject: Marketing Representative
Globe & Mail, July 12, 1992

Your ad for a marketing representative caught my interest. At this time in my career, I'm looking for new challenges and an opportunity to combine my effective marketing skills with my interest in telecommunications.

My résumé is enclosed for your review. I am hard-working and ambitious and have excellent communication and organization skills. I also have a Bachelor of Business Administration degree.

I am eager to meet you in a personal interview to discuss my suitability for this or other employment opportunities with you.

Yours truly,

Dear Sir/Madam:

**Subject: Administrative Assistant
 Globe & Mail, July 5, 1992**

In reviewing the professional/administrative position opportunities advertised this weekend, I noticed that your ad stood out from the others. I am replying with enthusiasm to what appears to be a job made for me.

I exceed your requirements as stated. With over five years of progressively more responsible, directly related work experience with a major law firm, I am able to handle a high volume of diversified office responsibilities with a minimum of supervision. I believe I can contribute significantly to your law practice through my efficient, cost-saving and support-oriented approach. I have always enjoyed excellent working relationships at work, as my references state.

I look forward to having an interview.

Yours truly,

**BROADCAST LETTER OR
LETTER OF INQUIRY**

When you've identified a specific company or type of business you're interested in, you can create an opportunity or job lead. Contact the company in person, by phone or in writing, and let them know of your interest and what you have to offer.

Writing a letter is a good way to introduce yourself and to explain why it would be mutually beneficial for you to meet.

The following letter is written to explore a possible opportunity gleaned from a news story.

Ms. Jane Austen
Chairman of Board
Theatre XXX
Everytown, Canada

Dear Ms. Austen:

Subject: **Artistic Director**

I was surprised at your current director's decision to resign as a result of the Board's decision to change the artistic program for this season. His contribution to Theatre XXX's success has been significant. Our city's cultural climate has really been enhanced by his fine work.

I'm interested in meeting with you to discuss how I might fill your immediate need for a replacement. An experienced director, I've succeeded in increasing ticket sales by as much as 78 per cent in one season as a result of my commitment to audience program interests and my strong casting and directing skills as well as creative marketing. I would welcome the opportunity to help solve the financial difficulties you and the Board are struggling with and to help you continue to produce the fine quality of theatre your company is recognized for.

I'll contact you on Monday to arrange a meeting.

Yours truly,

STRATEGIES FOR USING THE RÉSUMÉ

The majority of working adults look for a job in the newspapers or through internal postings. Yet, researchers tell us that at least 80 per cent of the available jobs are never advertised. These make up the hidden job market.

Here are some creative ways to use your résumé to tap into that hidden market:

1. Supply a copy of your updated résumé to every contact who may lead you to a job opening. The more informed they are about you, the more effectively they can promote you.
2. Set up information-getting interviews with key decision-makers in companies in the industries you most want to work in. Leave your résumé with them.
3. Target organizations/businesses you're attracted to and deliver résumés personally, or mail them, with a letter expressing your interest and motivation. Indicate you will follow up with a phone call shortly.
4. Use your résumé to acquire a volunteer position you want in order to gain experience in a particular area.
5. Contact personnel agencies or executive search firms in your area. Becoming part of their applicant inventory may lead to a referral on a job that you wouldn't otherwise have heard about.
6. If you're in a field where there is an established professional association, contact them regarding job leads and give them a copy of your résumé. If they publish a newsletter or journal, watch it for leads. Consider placing an ad promoting your services and strengths. Attend association meetings to continue your networking.
7. A business card can be a very useful job search tool as a promotion piece, résumé supplement, or résumé substitute.

Business cards are inexpensive and give a very professional image. Having one can help boost your confidence.

Keep your card simple, tasteful and consistent in tone with your occupational field. A small graphic or border may enhance its appeal.

8. The more employers you can meet personally, the better. So resist the temptation to simply mail out a number of résumés. Instead, write a broadcast letter or letter of inquiry expressing interest in an organization. Stimulate their curiosity by offering yourself as a resource. Tell them enough about your background to influence them to want to see you. Offer to bring your résumé when you meet. Promise to follow up with a phone call to establish a meeting time.
9. If you plan to be self-employed, you will need a résumé to introduce yourself to prospective customers and establish your credibility. You'll also need to submit a résumé as part of your business plan when applying for a loan.
10. You'll need to draw from your résumé when developing a promotional brochure or flyer to generate customers for a self-employment or business venture.

A Tip About Timing

Many job-seekers convince themselves that there's not much happening in the job market just before or during holidays. Or they wait for the career ads in the Saturday paper and don't bother with the mid-week help wanted ads.

There are definitely employers who advertise during the week. And there are employers, who, when faced with an important position vacancy, are not going to delay replacement until mid-January. When you respond to ads in these situations, you will have a competitive advantage because the competition is much lighter.

JOB SEARCH

THANK YOU NOTES

Develop the practice of handwriting on personal stationery or small note paper a personal "thank you" to the people who:

- call you in for an interview.
- agree to meet with you to give you information or suggestions related to your job search.
- give you job leads.
- turn you down for a job.

These thank yous create a very favorable impression and are powerful remembrances of you. When you've been advised that you weren't the successful candidate on a job, express disappointment in the decision, reinforce your continued interest in gaining employment in the company, and thank them for the opportunity you had to meet them and discuss your background with them.

Examples of Thank You letters:

Dear _____:

Thank you for the opportunity to meet with you to discuss (position) on Tuesday.

I'm more convinced than ever that I would be able to contribute to your branch's objectives. Please feel free to call if there is any additional information I can supply to help you in your decision-making.

Yours truly,

Dear _____:

I really appreciate the time and interest you gave me Tuesday. Our discussion was both helpful and inspiring for me. Job search in this competitive market is challenging, to say the least. Your feedback and leads have given me renewed optimism.

I've already contacted John Ormsky at National Energy, as you suggested. We have a meeting scheduled for Friday.

Thanks again!

Sincerely,

MAKING IT WORK FOR YOU

Perseverance, creativity and resourcefulness are essential to successful job search. The more well-written résumés you have out circulating, the greater the likelihood you will be invited to interviews and receive job offers! Frank's analogy of the ball player of the year points to the value of persistence.

Make a commitment to work full time at getting a job.

**Luck is what happens when
preparation meets opportunity.**

ORGANIZING YOUR SEARCH

This page is provided for recording your job leads and contacts. It's impossible to remember all the details of these contacts. You'll be more in control,

more efficient and will impress prospective employers with your organizational skills by using this or a similar time-management system.

Contact Sheet

Date	Job Lead or Contact	Day & Time of Meeting
	Person: _____ Ph. No.: _____	
	Org: _____	
	Comments: _____	

	Follow up: _____	

Date	Job Lead or Contact	Day & Time of Meeting
	Person: _____ Ph. No.: _____	
	Org: _____	
	Comments: _____	

	Follow up: _____	

Date	Job Lead or Contact	Day & Time of Meeting
	Person: _____ Ph. No.: _____	
	Org: _____	
	Comments: _____	

	Follow up: _____	

JOB SEARCH

Job Search — Part 3 Preparing for the Interview

Researching the Prospective Employer	67
Kinds of Interviews	68
Screening Interview	68
Combined Screening and Employment Interview	68
Panel Interview	68
Serial Interview	68
Interview Structure	68
Testing in Selection	69
Your Agenda	69
Managing Stress/Anxiety	69
Presenting Yourself	70
How You Dress	70
Your Body Talks	70
Voice	71
What You Say	71
Responding to Tough Questions	72
Human Rights Implications	73
Stereotypes	73
Overcoming Negative Stereotypes	74
Behavior Description Interview Questions	74
Questions You Want Answers to	75
Learning From Rejection	76

Job Search — Part 3

Preparing for the Interview

If you've done a good job of networking and preparing your résumé and covering letter, you will very likely move to the interview stage.

RESEARCHING THE PROSPECTIVE EMPLOYER

The two most critical questions you could be asked in a job interview are:

1. Why do you want this job?
2. What do you have to offer?

If you really think about your responses to these questions, you will be well prepared for the challenge of the interview.

Research confirms that job applicants who take the time to find out something about the employer are more likely to get the job. It's very impressive to an employer that you're interested in their business and have thought about how you can contribute to its success.

Where can you find out about a business? Larger corporations produce annual reports and often have a public affairs or communications department which gives out information about the company and its programs, services, financial situation, and contributions to the community. The same is true of government departments. Phone and ask for this information or drop by to pick it up. For information on smaller businesses, try contacting the appropriate chamber of commerce. News stories can be very useful in familiarizing yourself with an organization. The reference department of your public library will be a good resource.

Do you know someone who works at the company? They can be a very valuable source of information. Receptionists and secretaries also can be very helpful in giving information and names of people who could tell you more about the company and its needs.

Myth: Employers always know what they're looking for.

Reality: Most often they don't. What an opportunity to convince them you're what they need!

JOB SEARCH

Some astute interviewers actually ask job applicants: "What have you done to prepare yourself for this interview?" The answer will reveal a great deal about an applicant's interest and motivation, planning and research skills, communications and people skills, organizational abilities, determination and resourcefulness.

The more you know about the organization, the better you can prepare and the more confident you will feel going into the interview.

KINDS OF INTERVIEWS

Screening Interview

The screening interview is normally conducted by a personnel representative in person or by phone to determine if you have the basic requirements for the job. If successful, you're referred to the next stage: an interview with the hiring manager(s).

Combined Screening and Employment Interview

Many employers screen on the basis of your résumé and covering letter and conduct just one interview. The interviewer first explores your academic background and experience, then proceeds to a more in-depth assessment of your suitability for the job based on attitude, motivation and past performance. This interview is frequently conducted by the hiring manager.

Panel Interview

A panel interview is where more than one representative of an organization conducts the hiring interview. Ideally the panel consists of no more than three people. But some job seekers describe experiences of being interviewed by as many as ten or twelve. This tends to happen more often in the not-for-profit sector where an entire board will participate in the process rather than delegate selection to a smaller ad-hoc committee.

What is critical here is to be prepared for almost anything. When the interview is scheduled, ask for the names and positions of the people who will interview you and write them down. You'll want

to identify and relate to the person you would be reporting to if successful. At the start of the interview, ensure that you are seated where you can make eye contact with all panel members.

Serial Interview

Serial interviews are not uncommon in larger organizations. If you succeed at one level, you are then referred to another individual or panel for the next stage.

You might have anywhere from three to eight different interviews. Some may take place in informal settings such as in a restaurant over coffee or dinner. Or you may be asked to tour the physical plant, stopping along the way to meet company personnel. You are being assessed throughout the process to determine how well you will fit the organization.

INTERVIEW STRUCTURE

A well-planned interview will generally be conducted in the following sequence:

Getting acquainted

The interview generally starts with introductions and some getting-to-know-you talk. If your interviewer forgets to introduce him/herself or other panel members, inquire politely about their names and their roles with the company so you can respond appropriately to their questions.

Agenda setting

Generally your interviewer will give you an idea of what will occur during the interview and how long it will be. You can expect to do 80 per cent of the talking in a well-conducted interview.

Information getting

Your interviewer will probably start with questions about your education or your employment experience and progress to questions that explore your interest in the job. This is the part of the interview where many questions regarding your knowledge, skills, and career goals are asked.

Information giving

This is where the interviewer will respond to questions you have about the job. Here's where your research will be helpful. Demonstrate what you already do know about the company and ask clarifying questions. Assure the interviewer that you have more questions you'd want to explore at the time of a job offer. Acknowledge that he or she has provided a good deal of information during the interview.

Close

To signal that the end of the interview is at hand, the interviewer might say: "Is there anything else you'd like to tell us that we haven't covered during the interview?" The close of the interview will usually include a cordial statement such as: "We appreciate your interest in the job (company) and thank you for coming to an interview. You can expect to hear from us by next Tuesday."

If your interviewer does not offer information regarding the next step, ask when you might expect to hear from them. You will, of course, thank your interviewer for the opportunity to meet with them. You should also restate your interest in the job and the organization.

TESTING IN SELECTION

Testing may be part of the recruitment process and may include handwriting analysis. You may be asked for samples of your writing skills, or you may be asked to demonstrate particular skills as a supplement to the interview. You may also be required to take written aptitude tests and undergo psychological testing. Any tests should be relevant to the job you're being considered for and should be administered to all applicants.

YOUR AGENDA

Much of the anxiety associated with the interview stage has to do with fear of the unknown. Who will be there? What will they ask? There is a perception that the interviewer has all the power.

This is not necessarily so. It is empowering for you to have your own agenda. Regardless of the skill of the interviewer, preparation and clear purpose will help you create the opportunity to say what you need to.

To plan your agenda, consider:

- What critical knowledge, skills and abilities do you have to offer?
- How does your education and experience relate to the employer's needs?
- How do your value system and your needs match the demands of the job and the nature of the organization?
- What track record do you have in achieving results, contributing to successful outcomes, enhancing a group's effectiveness?

When you outline your agenda, you significantly increase your potential for success because you're clear about your purpose and more confident. Employers look for confident candidates.

MANAGING STRESS/ANXIETY

It's normal to experience some stress or anxiety in job search. There is a lot at stake. You'll perform more effectively if you can manage the stress. Here are some techniques for doing this:

1. Just before going into the interview, practise deep breathing to slow your heart rate and calm yourself so you can concentrate on what you want to say. With feet flat on the floor and head erect, sit up straight, take in a deep breath, and very slowly exhale through your mouth. Repeat two or three times and feel your heart and blood pressure slow down.

JOB SEARCH

2. While deep breathing or immediately after, repeat mentally some positive affirmations: I am relaxed and confident.
I can handle anything that comes up in the interview.
I'm a good communicator.
I'm an ideal candidate for the job.
I have a great deal to offer this company.
I am prepared.
3. Review and reaffirm several specific strengths you bring to the job.
4. Visualize yourself in the interview. Form a mental picture of who is in the room. See yourself looking poised, confident and relaxed, responding to the questions with ease. Observe the positive reaction of the interviewers. As you "dress rehearse" like this in a positive way, you reduce the fear of the unknown and minimize negative thoughts and expectations.
5. Being well prepared is probably the best antidote for pre-interview nervousness.

PRESENTING YOURSELF

Before you open your mouth, your physical presentation — dress, grooming, posture, facial expression, eye contact, handshake — will create an impact. In fact, researchers say physical presentation is responsible for 55 per cent of the impact we create. Voice — tone, speed and pitch — accounts for another 38 per cent of our impact. The actual words we speak are responsible for only seven per cent of the impression we make.

Researchers also tell us that the decision to reject an applicant is made within the first three minutes. Remember: you don't get a second chance to create a good first impression.

How You Dress

As part of your research, pay attention to how people in the organization dress and look, particularly those who will be interviewing you and those in the positions you're applying for. Each organization has images which communicate status and

power. For men, slacks and a co-ordinated sport jacket with shirt and tie may be very appropriate in one organization. The same look could be inappropriate in a more formal, image-conscious company like IBM — well known for its three-piece navy blue suit, white shirt, and tie-with-some-red-in-it look.

Women in professional environments might be governed by Dr. Natasha Josefowitz's "Dress for Success" poem:

Nothing too short.
Nothing too bright.
Nothing too low.
And nothing too tight.

In his 1973 book, *Dress For Success*, John T. Molloy advocated that women wear business suits to emulate men in positions of power. Also, the tailored suit says: "I'm here to work, not to attract or distract men."

Your choice of style, color, and fabric can have an effect on how you are assessed for suitability. Get some input from trusted friends, work colleagues or mentors. Use discretion with perfume, jewellery, makeup, shoes and other accessories. Solid colors tend to be better than busy, bold prints for a job interview. Be conservative and professional. John Molloy still advocates that women wear their hair short and neat or pulled back off the face and neck for a more business-like look.

Your Body Talks

It's not enough to have the right look. The professional image you've engineered may be undone by the way you walk, stand or sit. Your non-verbal communications speak louder than your words.

Revisit the video where Frank, Azim and Lesley are doing role plays. Observe their body language. What do you think works for or against them?

As part of your preparation, start paying attention to people around you and on TV. Notice how you respond to body language and choose the behaviors you want to incorporate into your image.

1. Keep head, shoulders and back erect. Walk with a sense of purpose. Communicate energy in your gait.
2. Show friendliness, interest, and confidence in your facial expression. This is best done with a smile and direct eye contact. Lack of eye contact in our culture is often interpreted as lack of honesty, shyness, or lack of confidence. Anticipate how your interviewer might interpret your mannerisms and ensure that your body is saying what you want it to.
3. Learn how to shake hands if this skill isn't already a part of your social behavior. Take the initiative and extend your hand without waiting for the interviewer to offer his/hers. It shows confidence. There is a bonding and breaking down of barriers that occurs when we touch physically with a professional, friendly handshake.
4. In the interview, sit erect and be comfortable, feet flat on the floor, hands/arms on your lap or on the arms of your chair. This is an open position. It says that you're relaxed, confident and comfortable. Hands or arms crossed over the chest or stomach are often interpreted as defensiveness, hostility, disagreement, or being closed.
5. Leaning slightly forward in an interview shows interest.
6. Appropriate hand and arm gestures can add emphasis and credibility to your verbal presentation. But don't overdo your gestures.
7. If you have a tendency to wiggle, fidget, or play with anything you have in your hands, stay conscious of that tendency and stop yourself. Practise this and get feedback from a friend.
8. If you're positioned too far from or too close to the interviewer or it's difficult to make eye contact with the panel, take the initiative to move your chair.

Voice

Your voice has the potential to sabotage you. How you use speech will have a major influence on the impact you create.

Exercise #1: Recall the video role plays. What did you like about Azim's, Frank's and Lesley's presentations? How might they improve?

Exercise #2: Observe what voices you like as you watch TV, listen to the radio, or interact with friends, family, and co-workers. What is it about the tone, the speed and the pitch that's appealing? Be aware of what qualities or faults you attribute to people based on what you hear in their voices.

Some female applicants are rejected because of whiny, squeaky, little girl voices or for speaking too quietly. Unless you have a disability related to your vocal mechanism, you have the power to change the way you use your voice in order to be more effective. Get some feedback from trusted friends or family on how you sound now and how you can communicate more effectively.

What You Say

Problems with what you say in an interview are frequently associated with:

- inadequate preparation
- lack of knowledge
- rambling
- trying to respond the way you think your interviewer wants you to respond (unnatural response).

Listen to yourself on a tape recorder. If you feel you need to improve, practise on tape so you can hear the progress.

The best way to prepare is to anticipate questions and write down your responses to them. See examples of behavior description interview questions on page 75. After you've completed the exercise, practise speaking your responses.

JOB SEARCH

RESPONDING TO TOUGH QUESTIONS

The vast majority of questions you will be asked in an interview are ones you can prepare for.

Expect questions about your education, training, previous employment, and volunteer or community activities. Most interviewers will explore your career plans and ask how this position relates to your plans. They'll question your interest in the job and company, the strengths you would bring to the job, and your weaknesses.

They'll ask about your knowledge, skills and abilities, your expectations of your boss, and your supervisory style (if the job requires supervising/managing others). They'll want to know about your resilience and adaptability to change; your health and ability to show up for work and be productive; your availability to start work.

You might also be asked about your reasons for leaving previous employers and your motivation for pursuing particular goals, training, or leisure activities. It's fair game to explore your salary background and expectations. You may be asked to produce a driver's licence, an abstract of your driving record, and evidence of academic qualifications, professional membership or first aid certification.

The tough questions are those you haven't anticipated and prepared for. Interviewers report consistently that one of the toughest is: "Tell me about yourself." This is a frequent opener. The interviewer is giving you free reign to start with whatever you wish.

With that one question, the interviewer can evaluate your comfort with ambiguity, your organizational skills, your ability to anticipate what they need to know about you, and your ability to prioritize and summarize.

Many job candidates find this question too ambiguous. Resist the impulse to respond: "What do you want to know?" If the question throws you, imagine that they've asked instead: "Would you describe your background and how you feel it prepares you for this job?" That is what they're really asking.

Your response to this question should arouse further interest in you. Avoid using general statements about experience on the assumption that experience equals demonstrated competencies. Instead, give a sense of your strengths and specific results you've achieved. For example:

Don't say: "Well, I've had seven years experience in accounting for oilfield supply companies, including supervising four clerical support staff for three years. My academic background includes a NAIT Business Administration diploma in accounting and I've completed the fourth level of a CMA."

Do say: "Firstly, I've always been attracted to working with numbers and financial analysis. I started my post-secondary education by completing a NAIT Business Administration diploma majoring in accounting in 1974. When I graduated, I applied to XYZ Oil Services and was successful out of 48 applicants for the position of Office Manager.

In the seven years I've been there, I've had more responsibility and three promotions. I feel I've contributed significantly to the company's profitability. I've recently completed the fourth level CMA. I'll write the final in May of this year."

In this response, the candidate offers a great deal of relevant information regarding his interests, motivation, ability to set goals and follow through on them, academic and job-related accomplishments, initiative, creativity, promotability, and willingness to take on new challenges.

If you've done the analysis of your skills strengths and accomplishments from the first section in the manual, you have the data you need to help you prepare your verbal responses to the tough questions. They may include:

Tell me about yourself.
Why should we hire you?
What would you bring to this job?

Why do you want this job?
 So, why do you want to leave your current job?
 Why did you leave your last job?
 What are your strengths?
 What are your weaknesses?
 What did you like about your last job?
 What did you dislike?

Questions about weaknesses may seem to go against your purpose. "Weakness" here means a job-related knowledge or skill deficiency — an area where you need more development.

It's good to acknowledge that you're not perfect. Identify a weakness or two that would not be major for the job and explain how you are overcoming them. For example, when being interviewed for a supervisory job:

Don't say: "A major weakness would be that I've never supervised before."

Do say: "Although I've had limited exposure to supervision, I've been preparing myself through the supervisory development certificate at university and some leadership experience in my community league for hands-on practice. I'm also reading *So You're the Boss* and *In Search of Excellence*."

Examples of some weaknesses our video characters might supply would be:

Frank: "Weakness? My paid experience is all in the oil industry. But my leadership and organizational skills fit anywhere. And I've shown what I can do in fundraising."

Azim: "I've a lot to learn about Canadian ways. I'm a good student and eager to learn. I've developed a good Canadian support group of personal coaches. Although I speak differently than most Canadians, people don't have trouble understanding and communicating with me."

HUMAN RIGHTS IMPLICATIONS

Human rights legislation is relatively new. Many employers are either not well informed about human rights requirements or influenced by their own past experience. For these reasons, you may be asked questions that violate human rights.

Although you may choose not to respond, there are consequences to the choice you make. For example, you may be asked: "How many kids do you have?" That is a violation of human rights.

Your choice of responses includes:

- "That's a violation of human rights. I refuse to answer."
- "The number of children I have, if I have any, does not relate to my ability to do the job."
- "I have three children — ages 7 to 11. I imagine you're asking the question for two reasons: first to determine if I'm likely to be a candidate for maternity leave, and secondly because of concern that I may be an attendance risk if I have sick children. I have excellent daycare. My job is important to me. In the past five years, I've missed three days total, each time because of flu. My plans are to pursue my career. Our family is complete."
- "I think your question reflects a concern about attendance. It's important that you know I've enjoyed perfect attendance for the past four years."

You must be guided by your purpose (to get the job), your beliefs, and your level of comfort in sharing your personal life. Tact and diplomacy are important. Answering either "a" or "b" would be risky. Options "c" and "d" are more likely to be acceptable to the employer.

Stereotypes

While we are more aware of employer discrimination against visible minorities and disabled persons, no job applicant is exempt from some form of negative stereotyping or bias.

It's critical that you consider which stereotypes might be barriers for you and provide evidence to dispell them. Your interviewer will rarely acknowledge these

JOB SEARCH

negative perceptions. You must anticipate them and take the initiative to deal with them.

For example, a person with grey hair may be subject to negative stereotypes that he or she: is getting old, is not able or willing to learn, won't get along with younger workers or customers, is forgetful, will have health and attendance problems, will be slow, or will retire soon.

If those stereotypes are not true, the applicant must find an opportunity in the interview to overcome these silent objections. For example:

"It's important for you to know that although my hair is grey, I'm planning on working for many years to come. I'm healthy, have a high energy level, and am eager to continue learning (as evidenced in my education background). I have many valued friends and associates of all ages and backgrounds, which demonstrates my ongoing ability to get along with others. My health and attendance have been excellent. I have a wealth of knowledge and information that relates to doing this job well and enables me to be a good resource to younger, less experienced workers. I can provide the balance, stability and maturity you need in the work group."

Overcoming Negative Stereotypes

What are the possible negative stereotypes or assumptions that may affect you? Mark the ones that you feel could apply:

- ☐ too young
- ☐ too old
- ☐ different culture or ethnic background
- ☐ overweight
- ☐ married and have young children
- ☐ single
- ☐ wrong gender (i.e. they'd prefer a person of the opposite sex)
- ☐ don't speak English fluently
- ☐ don't understand English clearly
- ☐ have disability
- ☐ have a criminal record
- ☐ have recent attendance problem
- ☐ lost your last job
- ☐ overqualified
- ☐ other

Develop a series of statements you might make to a prospective employer to overcome what may be barriers for you resulting from stereotyping or inaccurate assumptions.

BEHAVIOR DESCRIPTION INTERVIEW QUESTIONS

The interviewer might ask hypothetical (what if) questions designed to test your ability to deal with job-related incidents. It is also common now for skilled interviewers to ask "behavior-description" questions. These questions are designed to find out how you've dealt with certain kinds of situations in the past on the theory that the best predictor of future performance is recent past performance.

For example, the interviewer might ask: "What has been one of the most stressful experiences you've had at work this past year. Tell us about the situation and how you handled it."

In the process of responding, the applicant reveals something about the kinds of situations that are stressful for him/her and the resources he/she uses to deal with them. The applicant also may illustrate his/her research, analytical, planning, communication and negotiation skills.

You can prepare by analyzing your work and life experiences and thinking of specific examples that give evidence of how you've used your skills. Use them to answer the following questions:

Behavior Description Question Examples

1. Please give us an example of a work situation where you feel your coping skills were really tested and tell us how you handled it.

2. Describe a situation where a fellow worker or supervisor had expectations of you which you felt were unfair or unrealistic. How did you deal with these circumstances?

3. Can you identify a work-related situation where you recognized a problem and initiated some action to correct the problem?

4. Give us an example of some research you have done. How did you decide on specific resources? What were your findings and conclusions? What, if any, decision or recommendations did you make as a result of your research?

5. Give us an example of a time when you conformed to a policy that you did not agree with. What was your rationale?

6. Can you describe a group situation where you were the only dissenter or person with an opposing viewpoint? How did you handle it? What were the results?

7. Give us an example of a verbal presentation where you wanted/needed to influence the group to adopt your idea.

QUESTIONS YOU WANT ANSWERS TO

Towards the end of the interview, employers often ask: "Is there anything you would like to know about the company or the job?" By answering "no" — which is what the majority of candidates do — you may be sending the wrong signals: that you didn't do any research, are not really interested in the company, don't know what's important to you in an employee/employer relationship, or lack confidence/assertiveness.

Questions about salary, vacation, benefits and hours of work should be left until you receive a job offer.

Some topics you may want to explore are:

- company's goals and objectives
- major challenges facing the company
- working conditions
- number of people you would be working with or supervising
- reporting relationship
- travel, if any
- what management values and looks for in employees
- organization's policy and commitment to education and development
- opportunities for advancement
- Is the company involved in a Quality program? If so, where are they in terms of implementation? What's their process?

Your own data collection, which began at the time you first targetted the organization for job search, continues throughout the interview as you interact with the interviewers and note their communication skills and management styles.

Observe employees in the elevator, halls and the reception area where your interview is to take place. What kind of people work here? Do they look energized, motivated, cordial and respectful?

It's O.K. to have a pen and pad to jot down ideas you want to explore later or to take in prepared questions. Let your interviewers know what you are doing and why. For example:

"Later in the interview, I will have some questions. I've jotted them down and, if you don't mind, I may make a note or two of other things that come up in the interview to ask about."

JOB SEARCH

If your own research and the interviewers have done such a good job that you really don't have any questions (or you just can't think of a thing to ask), you might say, "Well I did have a few questions before I came in, but you've covered them all during the interview" or "No, actually between the research I did beforehand and the helpful information you've provided today, I think I have a pretty good sense of the company, the job and your expectations. And I'm even more convinced I'm your person!"

Key Points to Remember

1. With preparation, you'll feel more confident.
2. Be yourself.
3. Be honest.
4. Use judgement.
5. Let your sense of humor show.
6. If you don't know something, acknowledge it.
7. Allow yourself to fully participate in the interview.
8. Be flexible.
9. Believe in yourself.

Myth: Employers are skilled and competent in employee selection.

Reality: Most employers get little opportunity to practise hiring skills.

LEARNING FROM REJECTION

Whether you get to an interview or not, it's disappointing not to be selected. The frustration you feel is normal. But it can affect your self-esteem and confidence, which in turn can affect your subsequent job search activities.

You can control this cycle. To help you get on with your job search, take some positive appropriate action that will place you in control.

Make a follow-up call

A follow-up call can provide useful information on the market, your competition, and specific needs the employer had that you either didn't address or didn't know enough about. You may learn something about your presentation that you can work on for the next time.

Making a follow up call can also provide the opportunity to:

- reinforce your interest in employment with the organization
- get leads on other possible employer needs.

Employers often find it difficult to select one from among several appealing and well-qualified applicants and are willing to help the unsuccessful candidates with this kind of feedback. If possible, try to get the feedback face-to-face.

Use a non-confrontative, friendly manner and avoid getting defensive or argumentative if you don't agree with the selection factors or some aspect of the feedback. Maintain your composure and professionalism. Remember, you're still being evaluated and you want to leave a favorable impression.

Reward yourself

Take time now to acknowledge your efforts and your results. Pat yourself on the back for the things you did well and feel good about.

Next, give yourself a treat. Take time out for some recreation and pick something you really enjoy from your "Reward" list on page 26.

Re-energized, return to the business of job search.

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